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ABSTRACT

The summative evaluation of the Small College Consortium (SCC) for the school year 1977-78 examined the project to assess: its perceived impact; the effectiveness of the project staff; the adequacy of the budget available to each college; the degree to which comprehensive, integrated, ongoing development has taken hold; perceived needs for future activities; and how colleges are changing, according to certain quantitative criteria. Six questionnaires were completed by participating project personnel, including presidents, on-campus coordinators, campus groups of faculty, staff, and students, and SCC professional staff members. It is concluded that this kind of technical assistance consortium can serve to transform small institutions from schools frantically coping with daily survival issues to strategically planned, efficiently operating centers of higher education. If Title III programs are going to be evaluated on the basis of developing viable institutions, this program is considered highly successful. The questionnaires and resulting data are included. (Author/MSE)

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AN EVALUATION OF THE SMALL COLLEGE CONSORTIUM, 1977-78

A TITLE III PROJECT

PART I: SURVEY RESULTS

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Small College Consortium

Institutional Development Project

AN EVALUATION OF THE SMALL COLLEGE CONSORTIUM, 1977-78

A TITLE III PROJECT

PART I: SURVEY RESULTS

Christopher Toppe
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August 14, 1978

SR 78-0029

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EXECUTIVE SUMMARY

The summative evaluation of the Small College Consortium for the school year 1977-78 examined the project to assess:

- the perceived impact of the project;
- the effectiveness of the project staff;
- the adequacy and the budget available to each college;
- the degree to which comprehensive, integrated, ongoing development has taken hold;
- the perceived needs regarding future activities;
- the extent to which the colleges are changing with respect to certain quantitative criteria.

These assessments were accomplished by analyses of an extensive set of six questionnaires that were completed by participating project personnel. The personnel included presidents, on-campus coordinators, campus groups of faculty, staff, and students, and SCC professional staff members.

Participation in the evaluation was required of all member colleges. There was a 100% rate of return.

The analyses demonstrated that:

1) the project has been well received on the campuses. Presidents, coordinators, and campus personnel attributed substantial impact to SCC personnel and activities.
2) the project staff was judged by campus personnel to be most competent, helpful, effective people. This was further verified by other data, such as the improvement in college operations associated with project staff performance.
3) the budget was reported as more or less adequate, with consistent requests for additional funds for SCC staff travel. Other budget categories were viewed as adequate by most colleges; but, each category seemed to be insufficiently funded for at least one or two individual institutions.

4) comprehensive, integrated, ongoing development has definitely been implemented on SCC campuses. Many new or improved practices and procedures have been adopted by these colleges. Many campus groups and a wide variety of people have become involved in the development process.

5) SCC colleges as a group have shown positive change on several key indicators of institutional health. Their enrollments increased at a rate higher than the national average. They appear to have more control over their finances, both in terms of expenditures and of efficient use of student financial aid.

6) SCC schools plan to make extensive use of technical assistance services over the next two years. The highest demand areas will be in those areas involved with attracting and keeping students.

Several recommendations emerged in consideration of stronger and wider applicability of the program.

- SCC should seek funding to document their institutional development model
- Since the project is highly cost-effective, documentation of cost per specific growth activity may be used as guidelines for other Title III programs
- At the midpoint of the project, SCC should consider focusing more attention on three types of colleges: 1) the eleven that show indications of lack of financial health; 2) those that have weaknesses but have not begun technical assistance in those particular areas and 3) those that are on the threshold of becoming viable. SCC should accelerate self-sufficiency with all other institutions
- SCC can contribute immensely to the understanding of financial health for higher education in general by documenting the relationships between strategies used and changes in financial indicators
- As the program is projected to its conclusion, technical assistance can shift from implementation of support systems (planning, MIS and enrollment development) to more directly affecting those who are on the campus (student, faculty and administrative development and evaluation) and thus fulfill the four-fold objectives of the Title III program

We conclude that this kind of technical assistance consortium can serve to transform small institutions from schools frantically coping with daily survival issues to strategically planned, efficiently operating centers of higher education. If Title III programs are going to be evaluated on the basis of developing viable institutions, then we consider this program highly successful and encourage USOE to establish additional technical assistance consortia.

This evaluative report was prepared under the direction of Dr. Christopher Toppe and Mr. Paul A. Brubaker of Systems Research, Incorporated, Washington, DC.

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August 1978

PREFACE

The following evaluation report is organized into several sections. The first section presents background on SCC, including descriptions of the technical assistance areas. The second through fifth sections present analyses of the data, with the sixth section identifying the conclusions and recommendations. Finally, in the appendices can be found: the survey questionnaire, description of the individual institutions on selected criteria, the bibliography, and the list of participating colleges in SCC during the school year 77-78.

CONTENTS

EXECUTIVE SUMMARY iii

PREFACE ix

1. INTRODUCTION 1

  - Project Background 1
  - The Evaluation 15

2. PERCEPTION OF THE SMALL COLLEGE CONSORTIUM PROJECT . . 17

  - Presidential Perspective 18
  - On-Campus Coordinator Perspective 33
  - Group Assessment 66

3. TECHNICAL ASSISTANCE EVALUATION 75

  - Progress in TA Areas: Achievement Ratings 76
  - Progress in TA Areas: Open-Ended Responses 84
  - Investment, Impact and Significance 88
  - Estimated Time Commitments by College Personnel . . 92
  - Technical Assistance Projections for 1978-79 and 1979-80 94

4. INSTITUTIONAL HEALTH 97

  - Enrollment Trends 102
  - Financial Health 107

5. PROJECT MANAGEMENT. 117

6. OUTCOMES OF SCC INVOLVEMENT: OPEN-ENDED RESPONSES. . . 119

  - Adequacy of Federal Grant 119
  - Most Evident Outcomes 121
  - Evidence of Ongoing Development 128

7. CONCLUSIONS AND RECOMMENDATIONS 133

APPENDICES 151

  - A. The Survey Instrument 151
  - B. Individual College Reports 195
  - C. Bibliography 255
  - D. Project Staff and Participating Institutions 259

SECTION 1
Introduction

Project Background

The Small College Consortium (SCC) was formed and funded as a Title III (Basic Institutional Development Program) project under a grant to the member institutions with Averett College as the coordinating institution and the Council for the Advancement of Small Colleges as the assisting agency. First funded for the 1976-77 academic year, the consortium has now completed two years of its planned four-year cycle.

The 54 institutions comprising the consortium participated in one or more of four Technical Assistance areas based on assessments of the unique needs of each college. Initially, each institution undertook an internal analysis of its needs using the results to request services from SCC project staff. As the project matured, the assessment of needs, and the planning and delivery of SCC services has become a shared responsibility of both college personnel and SCC staff.

Each college has been assigned an advisor from SCC, a professional staff person who has become the motivating force in affecting institutional growth. These advisors have become personally familiar with the characteristics and situation of each college. The process of assessing needs and utilizing services has, therefore, become more precise in helping each college make positive movement toward the future.

Delivery of Technical Assistance

To address the two primary needs of SCC member institutions, namely the need for comprehensive, integrated, ongoing institutional development and the need to shore up institutional weaknesses, SCC provides facilitating assistance in four technical areas: 1) Planning, Management Information Systems and Fiscal Management; 2) College Resource Development; 3) Program Development; and 4) Personnel Development and Evaluation. While each area has a somewhat unique focus, they all share in common the goals identified above. That is, each area attempts to promote holistic institutional growth by providing technical assistance and advice in areas of specifically identified institutional need.

The delivery and coordination of technical assistance is the joint responsibility of the on-campus coordinator and the SCC project advisor for each institution. Based on both internal and external assessments of needs, and the resulting growth plan, which describes actions and time-frames for addressing these needs, specific technical assistance activities are planned.

Technical assistance in all four areas are of three types: Seminars and Workshops, Campus visits by SCC staff, and Consultants external to the project.

Seminars are considered one-day introductions to areas of concern, while workshops are two or three-day intensive experiences addressing types of needs common to many institutions. In keeping with SCC's overall goal of promoting integrated institutional development, schools are encouraged to send to workshops and seminars several people from various areas of campus life.

Campus visits by SCC staff in their role as technical assistance specialists address specific needs of individual institutions. By working with the OCC, president and/or other appropriate campus personnel, SCC responds to its goal of facilitating the improvement of institutional weaknesses.

The third type of technical assistance service, the use of external consultants, allows SCC to plan assistance outside their staffs' areas of expertise. These consultants, many of whom are a part of the National Consulting Network of the Council for the Advancement of Small Colleges, play an important role in SCC's desire to provide the best available assistance to the member institutions.

Technical Assistance Areas

The four technical assistance areas are each divided into several sub-areas. As each institution's utilization of available assistance is based on its unique combination of needs and personnel resources, the following descriptions present the broad universe of SCC assistance rather than an absolute indication of the particular services used by any one school.

Technical Assistance Area I: Planning, Management Information Systems, and Fiscal Management

This T.A. area implements the SCC goals through three areas of activity: planning, management information systems (MIS), and fiscal management. The objectives and milestones of each are listed below.

1. Planning

   A. Objectives - Participating institutions electing to work in the area of planning would be able to accomplish some of the following:

      To assess the viability of the current planning process (if one exists) and to make necessary changes.

      To become aware of various planning models and to make some judgements about their applicability.

To develop updated statements of mission and goals.

To translate goals into feasible objectives.

To project programs designed to meet the goals and objectives.

To collect, display, and utilize data which will enhance the planning process.

To develop a set of internal and external assumptions regarding the environment in which the institution will function.

To produce a document which will indicate future plans for the institution based on the planning process.

To develop a plan for implementing the outcomes of the planning process.

To put in place a systematic feedback process so that planning and change can be ongoing.

B. Milestones

Presidential directive describing long-range planning process and responsibilities.

Long-range planning committee.

Goals statement/activities.

Review of data needs.

Identify specific planning responsibilities.

Documented planning process.

External assumptions considered.

Internal assumptions considered.

Data analysis process utilized.

Draft plan created.

Reviewed and revised plan.

Plan disseminated.

Planning process reviewed and revisions documented.

Utilization of RMP modules.

2. MIS (Management Information Systems)

A. Objectives - Efforts to establish an MIS through the use of SCC resources should enable a college:

To review current data collection methodologies, reports, and utilization.

To educate various campus data users regarding their relationships to MIS activities.

To formulate a general system design which would include the how, what, when, where, and why of various processes and functions that generate data to meet the requirements of the general system design.

To conduct a feasibility study regarding manual vs. computerized MIS.

To prepare suitable documents (such as a data element dictionary) to accomplish objectives of the system.

To develop an action plan for implementation of an MIS.

To begin implementation of the MIS.

To develop ongoing procedures for feedback, review, and modification of the MIS.

B. Milestones

Needs analysis activity.

Comprehensive activities in computer systems or manual systems.

General systems activities.

Institutional research.

College fact book.

Data element dictionary.

Forms review.

Plan for MIS activities.

Utilization of RMP modules.

3. Fiscal Management

A. Objectives - A college which wishes to concern itself with the area of fiscal management could undertake to accomplish some or all of the following:

To review and revitalize current budget practices; in particular, to involve greater numbers of personnel in budgeting.

To restructure the general ledger, if necessary, and to begin to use it as a management tool.

To explore a variety of techniques and procedures for enhancing cash flow management and to implement those that are most appropriate.

To adopt tools for measurement of the efficiency and effectiveness of use of financial resources (e.g., the modules of CASC's Data and Planning Services).

To implement procedures for monitoring the costs of delivering institutional services.

To develop a manual of cash management and general ledger procedures.

To develop mechanisms for ongoing reporting on financial matters.

To develop the means for feedback, review and modification of processes and procedures for fiscal management.

B. Milestones

Financial resource requirements projection.

Revenue projection system or procedures.

Cash flow projection system or procedure.

Budget planning system.

Monthly budget control system.

Program cost analysis.

Activity cost analysis.

Faculty productivity analysis.

Initiated a fund-raising plan for development.

Reviewed various recordkeeping systems in development.

Milestones (cont'd)

Initiated processes to implement development activities in relationship to institution's goals.

Reviewed public relations activities in view of development goals.

Enhanced efforts in community/foundation/corporation fund-raising efforts.

Technical Assistance Area II:

College Resource Development

Admissions/recruitment, retention, marketing, and financial resource development are the four sub-areas through which this T.A. area operationalizes the SCC goals. The objectives and milestones of each are:

1. Marketing

A. Objectives - If one of the SCC colleges chose to focus its efforts in marketing, it could expect to accomplish some or all of the following:

To develop a working knowledge of marketing terminology and its application to small college settings.

To design a strategy for a consumer needs analysis.

To design a strategy for a market structure analysis and to begin to segment its market.

To utilize state and national demographic data to provide a perspective for institutional marketing and planning.

To identify the primary, secondary, and tertiary markets for that institution.

B. Milestones

Understanding of marketing concepts and their applicability to colleges and universities disseminated.

College markets identified.

Market structure analysis completed.

Consumer needs analysis completed.

Structure for coordination of marketing initiated.

Draft of RMP Marketing manual reviewed.

2. Recruitment/Admissions

A. Objectives - Some or all of the following could be achieved by an SCC school in the area of recruitment/admissions:

To develop reasonable short- and long-range recruitment goals based on institutional planning.

To develop and begin implementation of a year-long recruitment program.

To activate low-cost institutional resources to assist in recruitment.

To review and revise, if necessary, printed materials.

To build cost-effective recruitment strategies.

To develop and begin implementation of a staff development program.

To design a system for utilizing additional data from materials submitted by prospective students.

To develop projections and strategies for improving the following ratios:

Inquiries to applicants
Applicants to admitted prospects
Admitted prospects to matriculants.

To review the recruitment program in relationship to other marketing efforts carried out by the institution.

B. Milestones

Admissions operations manual completed.

Inquiry/Applicant management system initiated.

Staff development program initiated.

Internal resources (faculty, students, alumni, etc.) marshalled.

Enrollment projection system implemented.

Year-long recruitment plan developed.

3. Retention

A. Objectives - Because it is difficult to make even incremental gains in rates of retention, a college working in this area may want to pursue virtually all of the following objectives:

To conduct action-oriented, campus-based research regarding the rate and causes of attrition.

To carry out a program designed to engender campus-wide understanding of retention-attrition phenomena.

To design an integrated retention strategy having the quality of student life as its focal point.

To review sample retention programs in place at other institutions (i.e., early warning systems, significant other, etc.).

To coordinate retention efforts with other campus agencies, especially the student development staff.

To mobilize college resources on behalf of the retention effort.

B. Milestones

Retention task force created.

Attrition data collected and analyzed.

Campus-wide awareness of retention enhanced.

Early warning system initiated.

RMP Retention module utilized.

4. Financial Resource Development

A. Objectives - A growth plan developed around financial resource development as a major effort would probably include many of the following objectives:

To create a task force on institutional advancement with faculty, student, and administrative representation.

To segment donor markets by type, size, and motive.

To coordinate all institutional advancement activities, especially those of public relations and admissions.

To research possible means for increasing support from foundations and governmental agencies.

Objectives (cont'd)

To develop an institutional blueprint highlighting program needs as a basis for new donor support.

To review and upgrade promotional literature in keeping with goals of the institutional advancement effort.

To provide opportunities for the development office staff to enhance their professional, technical expertise.

B. Milestones

Development office recordkeeping systems reviewed.

College personnel (other than development staff) utilized for alumni, public relations, public information and fund-raising activities.

Coordinated plan for institutional advancement developed.

Public relations activities reviewed to develop goals.

Efforts in foundation fund-raising enhanced.

PR publications reviewed.

Alumni programs reviewed.

Technical Assistance Area III:

Program Development

This T.A. area has three sub-areas: curricular development, career development and advising, and student development. Work in curricular development, career development and advising, or student development would involve some or all of the following:

A. Objectives

To collect and utilize institutional data to assist in the appraisal of current programs.

To review the current status of the institutional mission, goals, and objectives in relation to program development.

To use institutional mission, goals and objectives to undertake unit planning by the various subgroups within the college.

Objectives (cont'd)

To utilize internal and external assumptions about the future to guide program development.

To review program alternatives.

To prepare for implementation of program change.

To establish processes for ongoing evaluation.

To integrate program development with other long-range planning and marketing efforts of the institution.

B. Milestones

Review curriculum, given our external and internal assumptions: (a) freshman programs; (b) new majors; (c) new courses; (d)course revisions; (e) others.

Faculty and staff development personnel work on joint programs.

Review programs/plans/personnel in student development.

Initiate new student-oriented activity based on student needs.

Initiate new career programs based on student needs.

Plan for in-service training for student development personnel.

For student service activities, estimate: (1) The number of low-income and minority students served; (2) Other special characteristics of participants.

Technical Assistance Area IV:

Personnel Development and Evaluation

The two sub-areas of this T.A. area are faculty development and evaluation, and administrator development and evaluation. Intended objectives for a college working in faculty and/or administrative development and evaluation can include better knowledge of the professional strengths and weaknesses of the personnel and, if appropriate activities are undertaken, an upgrading of the skills needed to accomplish various college functions.

A. Objectives

To diagnose current skill levels and skill needs.

To review and, if necessary, revise the current system of personnel evaluation.

To set individual and group goals for increasing skills.

To provide activities to facilitate achievement of the goals.

To establish a format for ongoing evaluation of personnel development efforts.

B. Milestones

Analyze pertinent information to plan faculty development.

Set prioritized goals for faculty development.

Select strategies for achieving goals.

Schedule faculty development activities.

Evaluate success of faculty development activities.

Analyze pertinent information to plan administrative development.

Set prioritized goals for administrative development.

Select strategies for administrative development achieving goals.

Schedule administrative development activities.

Evaluate success of activities in meeting goals.

Establish purpose(s) of faculty development evolution.

Identify sources and kinds of information for faculty development evolution.

Devise a system of evaluation.

Establish periodic evaluation of the evaluation system.

As can be seen, the areas overlap in their potential impact on any individual campus. For example, a school striving to increase its rate of retention may, based on the assessment of its strength and weaknesses, work in any one of the four areas, or may chose to combine several components from all four T.A. areas. This ability of SCC, to individualize their services, is another example of their desire to provide comprehensive, integrated, ongoing institutional development in a way that strengthens areas of weakness at each college.

Project Finances: FY 1978

The Small College Consortium had a total output for FY '78 of 1.608 million dollars, or about $30,000 per institution. When compared to the average BIDP grant to an individual institution of $250,000, it can be seen that SCC offers considerable cost effectiveness possibilities.[1]

The funds were derived from a 1.5 million grant from BIDP to Averett College, the coordinating institution, and $108,000 from the 54 participating institutions at $2,000 each. All SCC financial transactions are processed by Averett College, for which it received $33,000 in non-federal funds.

All expenditures are in pre-approved categories. The categories, and their dollar limits, are shown in Table 1.1. Some flexibility is provided to institutions in that they may transfer some expenses from one category to another so long as their total does not exceed the $21,900 limit. For example, since most college personnel attend SCC seminars and workshops they have not needed to spend the alloted $250 for fees to those sponsored by other organizations; hence, they have been able to transfer some of these funds to cover their travel expenses to SCC workshops they may not have otherwise attended.

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[1] Source: Dr. Ralph Dunham, BIDP project staff; personal conversation, 1978.

Table 1.1

SCC Budget 1977-78

	Federal	Non-Federal	Total
EXPENSE CATAGORIES			
COLLEGES			
OCC	10,500		
Secretary	3,800		
Consultants	1,400		
Travel	3,400		
Telephone	300		
Supplies	500		
Books	250		
Fees	750		
Data Processing	1,000		
	21,900 X 54 1,182,600	—	1,182,600
CASC	25,000	10,000	35,000
AVERETT SERVICES	-	33,000	33,000
Travel to/from Averett	-	1,500	1,500
PROJECT MANAGEMENT EXPENSES			
Salaries & Fringe Benefits	187,270	22,410	209,680
Consultants	7,000	1,000	8,000
Travel	59,930	1,540	61,470
Evaluation Fees	20,000	-	20,000
Evaluation Travel	11,000	-	11,000
Data Processing	4,800	-	4,800
Rent	-	8,250	8,250
Telephone	1,200	9,600	10,800
Duplication	1,200	4,800	6,000
Postage	-	1,500	1,500
Supplies	-	3,500	3,500
Equipment	-	2,000	2,000
Office Services	-	900	900
Personnel Procurement	-	5,000	5,000
Miscellaneous	-	3,000	3,000
TOTALS	$1,500,000	108,000	1,608,000

The Evaluation

As summarized in the preceeding pages, SCC attempts to affect institutional development in a cost-effective manner. To do so, it has recognized the importance of thorough evaluations by experts not associated with the project. Systems Research Incorporated (SRI) was selected to serve in this capacity.

This is the second year of SRI's planned involvement as the SCC external evaluator. By conducting multiple year evaluations, SRI has built an extensive longitudinal data base which will be used to examine patterns of institutional change. As SRI has become aware of the personnel, goals and objectives, and methods of operation of SCC, the evaluators have been able to provide summative reports that address specific organizational needs.

The evaluation herein reported has two distinct parts: the analysis of data pertaining to SCC acceptance by, and impact on, the member institutions; and case studies of several institutions to ascertain affects not evident in measurable data.

The evaluation was intended to serve two broad purposes: 1) to measure and assess progress to date; and 2) to provide directions to SCC as it enters its last two years of BIDP involvement.

The section of the evaluation contained in this volume was designed to assess:

- the perceived impact of the project;
- the effectiveness of the project staff;
- the adequacy of the budget available to each college;
- the degree to which comprehensive, integrated, ongoing development has taken hold;
- the extent to which the colleges are changing with respect to selected quantitative criteria;
- the needs, both quantitative and perceived, regarding future activities

To address these issues, SRI developed a six-part questionnaire and distributed it to those in a position to critically evaluate the program. These included presidents, on-campus coordinators, a group of involved campus personnel, and the SCC staff. The remaining two parts collected data on enrollment and finances at each institution; and information on project management at the campus level.

Two types of questions were asked of the respondent groups. Likert scale questions, which required ratings along a 5-point continuum, were chosen to permit quantification of perceptual attitudes toward and about the project. These attitudes included perceptions of change, impact, effectiveness, appropriateness and usefulness. The responses to these questions allowed the evaluators to pinpoint strengths and weaknesses of SCC, both from an overall perspective (that is, across all schools) and an individual perspective (within individual colleges).

The second type of question, open-ended, was chosen to permit the evaluators to ascertain SCC impact unique to each institution, and to compile these findings into project impact categories.

The "hard data", similar to that collected for HEGIS reports and used for Title III qualification, addressed the issues of measurable change and future needs. By analyzing the data base formed in this way, the evaluators can report: 1) where these schools were before SCC; 2) where they are now; and 3) where they need to go to become independently viable in the future.

SECTION 2

Perception of the Small College Consortium Project

This section of the evaluation presents the perceptions of college personnel concerning their involvement with the Small College Consortium Project. Surveyed personnel include Presidents, On Campus Coordinators, and a group of faculty, staff and, if appropriate, students.

There ratings are much more than numerical representations of progress, usefulness, appropriateness, or effectiveness. Rather, they are indicators of how people can be expected to behave toward SCC in the future. The reason for this is derived from the field of perceptual psychology; perception governs behavior.

As a single example, imagine two people who view the same object from different perspectives. One views it in a positive way; the other negative. We would expect each to behave differently toward that object. The first approaches it with ease, the other avoids it. The same can be said about how people perceive other people, organizations, or institutions. Their perceptions directly affect their actions.

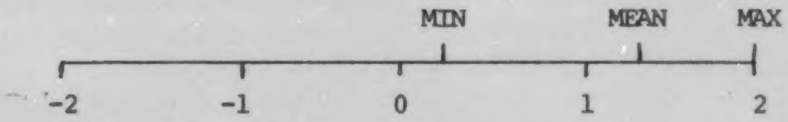
For this reason, how college personnel perceive SCC is of particular importance to the evaluators. To be successful, SCC must be perceived in positive ways by their member institutions. This section of the evaluation reports our findings in this important area.

Presidential Perspective

The presidents, or chief campus administrators, participated in this year's SCC evaluation by rating their schools and the Consortium on 11 five-point Likert scale questions (see Appendix A). Responses to these questions, discussed individually below, were used to generate a composite score indicating overall satisfaction with the project.

The mean presidential perspective score was 1.276 on a scale ranging from -2 to +2. The observed range of scores was 0.200 to 2.00 (see Table 2.1). Based on this mean, it can be seen that the presidents believe that the project has been of significant value to the institutions.

Table 2.1

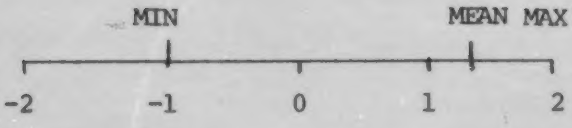
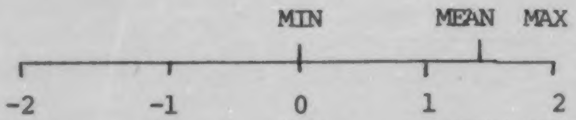
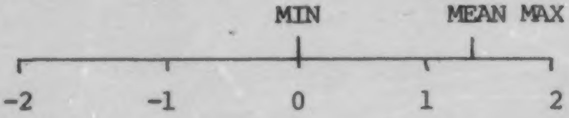
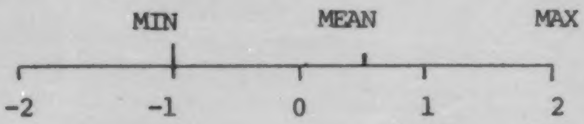
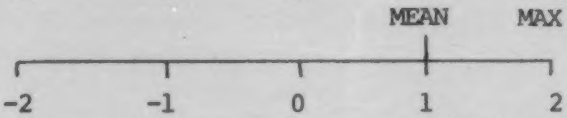
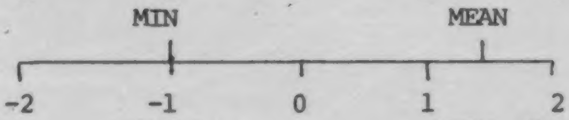
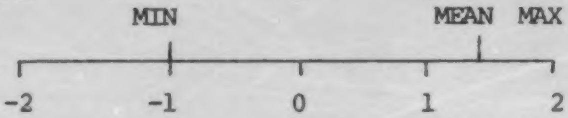
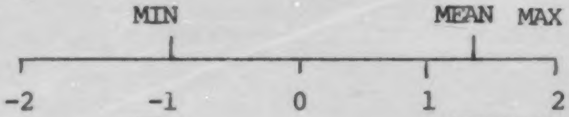
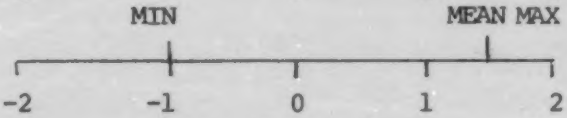
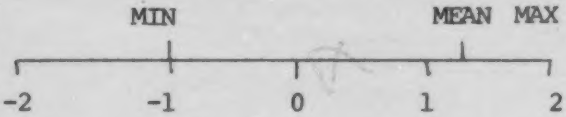
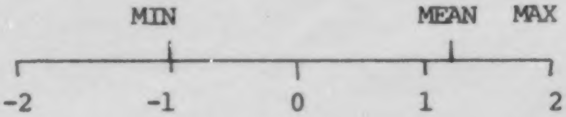


N	MIN	MEAN	MAX
53	0.200	1.276	2.000

Presidential Perspective, 1978

Looking at the individual questions comprising this composite score reveals interesting presidential attitudes. Table 2.2 lists these questions and shows the mean, minimum, and maximum for each.

Table 2.2

		MEAN
1. Compared to last year, how has the college progressed in achieving its goals?		1.346
2. What has been the contribution of all Title III projects to achieving these goals?		1.385
3. What has been the contribution of the SCC to achieving these goals?		1.346
4. How does this project's progress compare to the progress which could have resulted from having the same amount of resources, but without restrictions on their use?		0.632
5. Do you intend to increase or decrease the institutional effort for the SCC next year?		1.000
6. How would you rate the project's management compared to similar consortia projects?		1.489
7. How well did the SCC project staff serve you?		1.415
8. How useful was the advice you received from the SCC staff?		1.392
9. How effective was your project advisor?		1.420
10. How useful has the project staff been in its role as technical assistance specialists?		1.271
11. Your staff has been invited to attend workshops and seminars. How productive were these in relation to the time spent attending them?		1.188

Generally, the presidents averaged well into the high positive range on 10 of the 11 questions, indicating very positive progress, effort, value, improvement, or satisfaction. Even question 4, which had the lowest average, showed positive progress.

The first three questions deal with the institutional progress in achieving its goals, and the contribution of Title III and SCC in this progress. As a group, the presidents believe that their schools are making more progress this year than last, and that Title III projects in general, and the SCC in particular, contribute significantly to this increased progress (see Table 2.3).

Table 2.3

Presidents' response to question:

1. Compared to last year, how has the college progressed in achieving its goals?

Rating (MEAN: 1.346)	Interpretation	n	Percent of Respondents
-1	less progress	1	1.9%
0	neutral	0	0%
1	more progress	31	59.6%
2	much more progress	20	38.5%

Presidents' response to question:

2. What has been the contribution of all Title III projects to achieving these goals?

Rating (MEAN: 1.385)	Interpretation	n	Percent of Respondents
0	neutral	1	1.9%
1	positive contribution	30	57.7%
2	very positive contribution	21	40.4%

Presidents' response to question:

3. What has been the contribution of the SCC to achieving these goals?

Rating (MEAN: 1.346)	Interpretation	n	Percent of Respondents
0	neutral	2	3.8%
1	positive contribution	30	57.7%
2	very positive contribution	20	38.5%

Question 4 had the lowest average (0.632), the lowest response rate (67%), and the largest standard deviation (1.046) of all questions in this section. Even so, 60.6% (23) believe that even with restrictions on use of resources that are a part of the SCC design, they made more progress than they could have otherwise done. This is three times as many (18.4%,n=7) as those who expressed either the opposite opinion, or three times as many as those (21.1%,n=8) saying it did not matter (see Table 2.4).

Table 2.4

Presidents' response to question:

4. How does this project's progress compare to the progress which could have resulted from having the same amount of resources, but without restrictions on their use?

Rating (MEAN: 0.632)	Interpretation	n	Percent of Respondents
-1	less progress	7	18.4%
0	neutral	8	21.1%
1	more progress	15	39.5%
2	much more progress	8	21.1%

Question 5 gives another indication of the overall satisfaction the presidents have in SCC. All those responding to this question (48 of 54) plan to at least maintain their current level of involvement with the project, with 37 (74%) planning an increase (see Table 2.5).

Table 2.5

Presidents' response to question:

5. Do you intend to increase or decrease the institutional effort for the SCC next year?

Rating (MEAN: 1.000)	Interpretation	n	Percent of Respondents
0	same level	13	26.0%
1	increase level	24	48.0%
2	substantially increase level	13	26.0%

Questions 6-11 relate directly to services provided to institutions by SCC; their mean scores (see Table 2.2) indicate positive acceptance of project services and personnel by the presidents.

Question 6 had the highest mean (1.489) and the highest percentage of "2" ratings (59.6%) of all questions asked of the presidents, indicating a high level of SCC management competence. As shown in Table 2.6, 93.6% of the presidents expressed the opinion that SCC is managed better than similar Title III consortia.

Table 2.6

Presidents' response to question:

6. How would you rate the project's management compared to similar consortia projects?

Rating (MEAN: 1.489)	Interpretation	n	Percent of Respondents
-1	worse	2	4.3%
0	neutral	1	2.1%
1	better	16	34%
2	much better	28	59.6%

The next four questions, numbers 7-10, solicited the presidents' evaluation of the ability of the SCC staff. With means ranging from 1.271 (question 10) to 1.420 (question 9), the presidents attributed very high levels of usefulness to the staff.

The major differences between these four questions are the different frequencies of high (+1) and very high (+2) ratings. The highest rated question, number 9, had 54% of the ratings at the very high level, compared with 39.6%

for question 10, the lowest rated question. For all four questions, it should be pointed out that only one president rated the staff in the negative range (-1) with, at most, four presidents giving the neutral response (0). Table 2.7 shows the response types to these four staff ratings.

Table 2.7

Presidents' response to question:

7. How well did the SCC project staff serve you?

Rating (MEAN: 1.415)	Interpretation	n	Percent of Respondents
-1	ineffectively served	1	1.9%
0	neutral	3	5.7%
1	effectively served	22	41.5%
2	very effectively served	27	50.9%

Presidents' response to question:

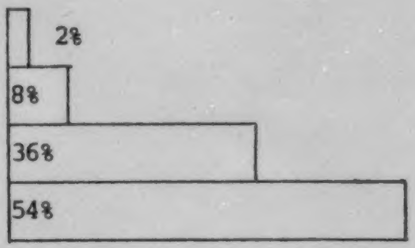
8. How useful was the advice you received from the SCC staff?

Rating (MEAN: 1.392)	Interpretation	n	Percent of Respondents
-1	not useful	1	2%
0	neutral	3	5.9%
1	useful	22	43.1%
2	very useful	25	49%

Presidents' response to question:

9. How effective was your project advisor?

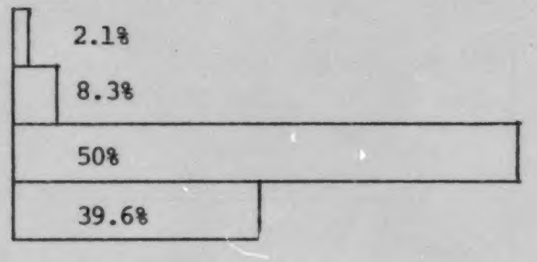
Rating (MEAN: 1.420)	Interpretation	n	Percent of Respondents
-1	ineffective	1	2%
0	neutral	4	8%
1	effective	18	36%
2	very effective	27	54%



Presidents' response to question:

10. How useful has the project staff been in its role as technical assistance specialists?

Rating (MEAN: 1.271)	Interpretation	n	Percent of Respondents
-1	ineffective	1	2.1%
0	neutral	4	8.3%
1	effective	24	50%
2	very effective	19	39.6%



The final question, asked of the presidents, asked them to rate the overall productivity of SCC seminars and workshops attended by their staffs. The mean score was 1.188, with over 93% indicating these were either productive or very productive. Table 2.8 displays the response breakdowns for question 11.

Table 2.8

Presidents' response to question:

11. Your staff has been invited to attend workshops and seminars. How productive were these in relation to the time spent attending them?

Rating (MEAN: 1.188)	Interpretation	n	Percent of Respondents
-1	nonproductive	1	2.1%
0	neutral	2	4.2%
1	productive	32	66.7%
2	very productive	13	27.1%

In summary, 89.5% of all responses to all questions were in the positive (+1) or very positive (+2) range, with only 2.8% in the negative range. The total response pattern is shown in Table 2.9.

Table 2.9

ALL PRESIDENTIAL PERSPECTIVE QUESTIONS

Rating (MEAN: 1.276)	Interpretation	n	Percent of Respondents
-1	negative	15	2.8%
0	neutral	41	7.7%
1	positive	264	49.7%
2	very positive	211	39.8%

An additional feature of this year's evaluation was the use of 6 questions from last year's presidential survey. This allowed the evaluators to both compare differences in mean scores and to uncover the movement of particular schools on individual questions.

The mean scores of the presidential perspective comparison composite scale for the two years were 1.137 for 1977, and 1.229 for 1978, a slight increase. Considering these 6 questions, the presidents have changed little in their opinion of SCC (see Table 2.10).

Table 2.10

	MIN	MEAN	MAX	N
1977	0.167	1.137	2.000	52
1978	1.333	1.229	2.000	53

The first three questions looked at the differences between this year and last year in the areas of institutional progress, and Title III and SCC contributions to this progress. As the means indicate (Table 2.11), there is little difference in presidential perspectives in this area.

Table 2.11

MEANS OF PRESIDENTIAL RESPONSES, 1977 & 1978, QUESTIONS 1,2, & 3

	1	2	3
1977	1.314	1.440	1.333
1978	1.346	1.385	1.346

The presidents continue to believe they are making more progress than before, and that both Title III in general, and SCC specifically, have contributed to this progress.

Question 1 is especially important. It indicates that the schools made more progress last year (the first year of SCC involvement) than the previous year, and more this year than last. In percentages, 96% of the presidents feel they have increased their progress over both years, certainly a good indication that the project is continually progressing.

Of the schools showing significant changes in their response to question 1, one increased its rating from the neutral response (0), to the substantial progress (+2) response, one showed a decrease from some progress (+1) to a lack of progress (-1).

Table 2.12 shows the percentages of responses for question 1 for 1977 and 1978.

Table 2.12

1977 & 1978 Presidents' Response Patterns to the Question:

Compared to last year, how has the college progress in achieving its goals?

(1977 MEAN: 1.314, 1978 MEAN: 1.346)

Rating		Interpretation	n	Percent of Respondents
1978	-1	lack of progress	1	1.9%
1977	0	neutral	1	2.1%
1977	+1	positive progress	31	64.6%
1978	+1	positive progress	31	59.6%
1977	+2	substantial progress	16	33.3%
1978	+2	substantial progress	20	38.5%

Question 2 found only one president who felt Title III made no contribution this year when it did last year. The other presidents (98%) felt that over both years Title III contributed to their progress. Table 2.13 displays these response patterns.

Table 2.13

1977 & 1978 Presidents' Response Patterns to the Question:

What has been the contribution of all Title III projects to achieving these goals?

(1977 MEAN: 1.440, 1978 MEAN: 1.385)

Rating	Interpretation	n	Percent of Respondents
1978 0	neutral	1	1.9%
1977 +1	positive contribution	27	57.4%
1978 +1	positive contribution	30	57.7%
1977 +2	substantial contribution	20	42.6%
1978 +2	substantial contribution	21	40.4%

Question 3, concerning the part SCC played in helping the schools achieve their goals, showed that 96% of the presidents feel it has contributed both years. Four percent lowered their rating this year from some contribution (+1) to the neutral response (0). The response percentages are displayed in Table 2.14.

Table 2.14

1977 & 1978 Presidents' Response Patterns to the Question:

What has been the contribution of the SCC to achieving these goals?

(1977 MEAN: 1.333, 1978 MEAN: 1.346)

Rating	Interpretation	n	Percent of Respondents
1978 0	neutral	2	3.8%
1977 +1	positive contribution	31	63.3%
1978 +1	positive contribution	30	57.7%
1977 +2	substantial contribution	18	36.7%
1978 +2	substantial contribution	20	38.5%

Question 4, dealing with the presidents' perceptions of progress, given the restrictions on resources associated with SCC, showed 10 presidents changing their opinion across the neutral zone (0). Four lowered their opinion from cannot tell (0) to the negative (-1); one increased from the very negative (-2) to the very positive (+2); three increased from the negative (-1) to either 0, +1, or +2; and two increased from the neutral (0) to the positive (+1). As only 27 presidents answered this question both years, the cell sizes in the cross tabulation procedure were too small for a meaningful percentage display.

Question 5 asked if the presidents planned to increase or decrease their participation in the Consortium. Over both years, 100% planned to keep the level of involvement at least at the same level; none planned to decrease it.

Table 2.15 shows the movement of individual schools over the two year period. For those 43 presidents who responded to this question both years, the following apply:

27 planned an increase both years
8 increased last year, and having evidently reached a comfortable level of involvement, plan to keep it at that level
5 presidents plan an increase next year after two years at the same level
3 presidents plan to keep the level of involvement the same for the third year as for the first two years

Table 2.15

Crosstabulation of Presidents' Responses to the Question:

Do you intend to increase or decrease the institutional effort for the SCC next year?

1978 Rating

1977 Rating	0	1	2
0	3	4	1
1	6	9	4
2	2	8	6

0=no change
1=more involvement
2=much more involvement

In sum, 92% have planned an increase in their SCC involvement since it began, with the remaining 8% keeping it at the original level.

Question 6, the presidents' ratings of SCC management, showed the largest increase in high and very high responses over the two years. Twenty percent more presidents rated SCC management as competent or very competent in 1978 than did so in 1977; the number thinking it was "so-so" (0) or poor (-1) dropped from 9 in 1977 to 3 in 1978.

Table 2.16

1977 & 1978 Presidents' Response Patterns to the Question:

How would you rate the project's management
compared to similar consortia projects?

(1977 MEAN: 1.023, 1978 MEAN: 1.489)

Rating	Interpretation	n	Percent of Respondents
1977 -2	very poor management	1	2.6%
1978 -1	poor management	2	4.3%
1977 0	neutral	8	4.1%
1978 0	neutral	1	2.1%
1977 +1	good management	13	34.2%
1978 +1	good management	16	34%
1977 +2	very good management	16	42.1%
1978 +2	very good management	28	59.6%

In summary, the presidents as a group attributed significant value in their association with the SCC. They believe their schools continue to make more progress each year it is associated with SCC, and that the Consortium adds substantially to this progress. Most believe their institutions show more progress in association with SCC than they could affect on their own.

The Consortium management and staff are seen as competent and effective partners in change, and the SCC sponsored workshops and seminars are considered useful. As most plan to increase their institutional effort in SCC growth areas in the coming year, it can be seen that this approach to effecting institutional improvement has been well received.

Within these results is an area of concern to the evaluators. While small in actual number or percentages of the total, SCC seems to have "missed the boat" with a few presidents. These are those presidents who expressed negative opinions of SCC, or who believe the value of SCC association has decreased.

As the presidents are considered by both SCC staff and the evaluators as the most important individuals in determining the ability of SCC to influence positive change, it is recommended that SCC staff make a special attempt to improve relations with these schools. To facilitate this process without unduly calling public attention to these schools, they have been listed by an identifying number in the conclusions and recommendation section of this report (see page 195).

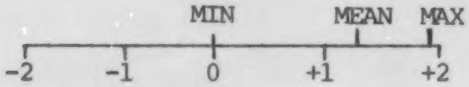
On Campus Coordinator Perspective

The SCC On-Campus Coordinators (OCC) completed 19 Likert scale questions as a part of their participation in the 1978 evaluation. Various combinations of these scores were used to:

1. Produce an OCC composite score (questions 1-19)
2. Compare OCC ratings between this year and last (questions 7-9 and 12-16)
3. Compare OCC and president perceptions (questions 1-11)

The 19 questions forming the OCC composite score (see Appendix A), sought the personal impressions regarding all aspects of the project, including progress, usefulness, effectiveness, and appropriateness. The mean rating was 1.269 with a range of 0 to 1.944 (see Figure 2.17).

Table 2.17

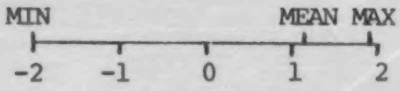
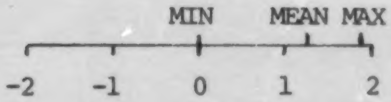
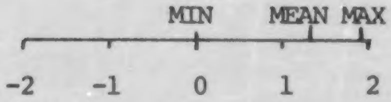
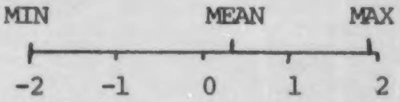
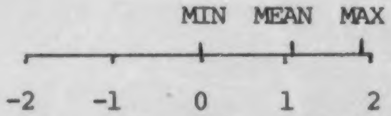
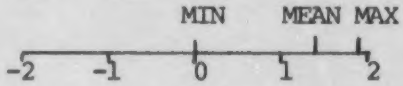
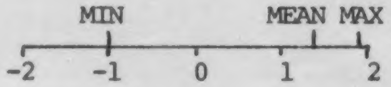
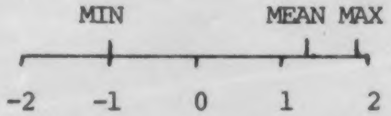
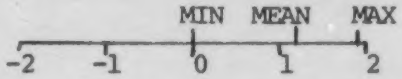
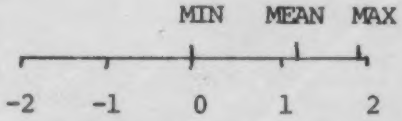
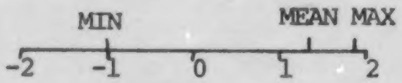


N	MIN	MEAN	MAX
53	1.000	1.269	1.944

On Campus Coordinator Perspective, 1978

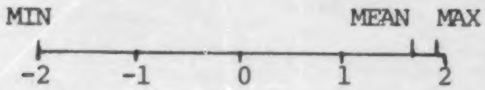
On the whole, OCC's expressed the opinion that the project has been of considerable value to the institution. The nature of this value can be best seen by examining the individual questions comprising this composite. Table 2.18 displays the means and ranges for the OCC questionnaire.

Table 2.18

			MEAN
1.	Compared to last year, how has the college progressed in achieving its goals?		1.212
2.	What has been the contribution of all Title III projects to achieving these goals?		1.235
3.	What has been the contribution of the SCC to achieving these goals?		1.370
4.	How does this project's progress compare to the progress which could have resulted from having the same amount of resources, but without restrictions on their use?		0.298
5.	Do you intend to increase or decrease the institutional effort for the SCC next year?		1.019
6.	How would you rate the project management compared to similar consortia projects?		1.417
7.	How well did the SCC project staff serve you?		1.481
8.	How useful was the advice you received from the SCC staff?		1.389
9.	How effective was your project advisor?		1.185
10.	How useful has the project staff been in its role as technical assistance specialists?		1.170
11.	Your staff has been invited to attend workshops and seminars. How productive were these in relation to the time spent attending them?		1.365

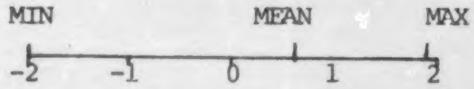
MEAN

12. How useful was the growth plan to you for project management?



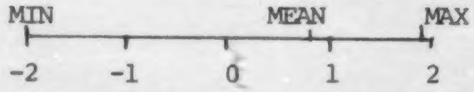
1.774

13. How useful was the growth plan for communicating with others on the campus?



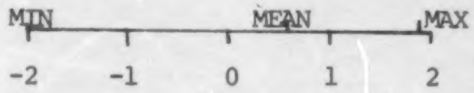
0.647

14. Did you accomplish the activities you outlined within a time close to what you projected?



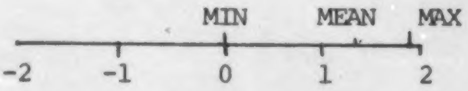
0.815

15. How realistic was the growth plan in view of your experience now?



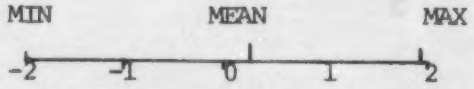
0.667

16. Did the activities you carried out positively affect the problems you identified?



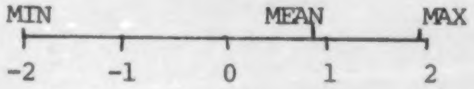
1.264

17. Have other OCCs been helpful through inter-college visits (their visits to you or your personnel visiting their colleges)?



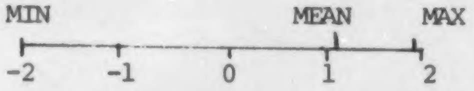
0.265

18. Have other OCCs been helpful through the exchange of ideas, plans, forms, questionnaires, reports, etc.?



0.962

19. Have other OCCs been helpful through mutual support and interest, sharing of problems, etc.?



1.113

As can be seen, the OCC ratings averaged in positive or high positive range on all questions, with 14 of the 19 ratings averaging in the high positive range. An examination of the content of each question in relation to its rating uncovered strengths and weaknesses of SCC from the coordinators' point of view.

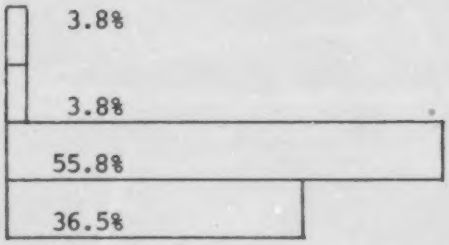
The first three questions asked the OCCs to compare their progress in reaching their goals compared to last year, and to rate the contribution of both Title III and SCC in reaching these goals. Table 2.19 shows the response patterns on these three questions.

Table 2.19

OCCs response to question:

1. Compared to last year, how has the college progressed in achieving its goals?

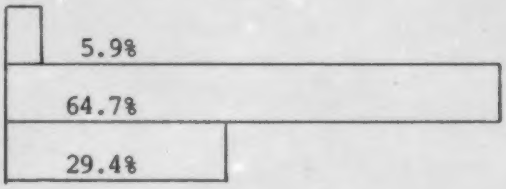
Rating (MEAN: 1.212)	Interpretation	n	Percent of Respondents
-1	less productive	2	3.8%
0	no difference	2	3.8%
1	more progress	29	55.8%
2	much more progress	19	36.5%



OCC response to question:

2. What has been the contribution of all Title III projects to achieving these goals?

Rating (MEAN: 1.235)	Interpretation	n	Percent of Respondents
0	no contribution	3	5.9%
1	positive contribution	33	64.7%
2	substantial contribution	15	29.4%



OCC response to question:

3. What has been the contribution of the SCC to achieving these goals?

Rating (MEAN: 1.370)	Interpretation	n	Percent of Respondents
0	no contribution	1	1.9%
1	positive contribution	32	59.3%
2	substantial contribution	21	38.9%

On all three questions, at least 92% of the OCCs expressed positive or very positive responses, indicating the schools are showing more progress than before, and both Title III and SCC are contributing to this growth.

Two schools showed no change in their amount of progress over last year, indicating they continued to progress toward achieving their goals at the same rate.

On the other hand, two coordinators believe there has been a significant decrease in their amount of progress. Interestingly, both schools indicated, in their responses to questions 2 and 3, that both Title III and SCC contributed to their achievement of their goals and objectives. From this, we assume that while they did not progress as much as last year, what progress they did show was in part due to SCC help.

The contribution of Title III to each school's achievement of its goals was rated positive or very positive by 94% of the OCCs; the other 6% indicated the amount of progress was not influenced by Title III involvement (see Table 2.19).

On question three, asking coordinators to rate the contribution of SCC to the achievement of institutional goals, 98% rated it as having some or substantial contribution. Only one (1.8%) felt SCC involvement did not affect the school's ability to achieve its goals. Table 2.19 displays the response breakdown for question 3.

Question 4 had the lowest mean (0.298) and the highest standard deviation

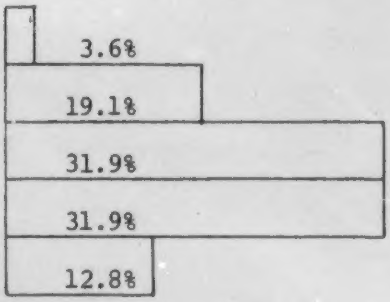
(1.061) of all questions asked of the coordinators, as was the case with the presidents. This question asked the OCCs to estimate the amount of progress which could have been achieved with unrestricted use of the same resources. Forty-three percent (43%) of the respondents indicated they made more progress with restricted resources than they could have without, with another 32% indicating no difference. However, this question had the highest percentage of negative responses of all OCC questions: over 23% believe they made less progress in this restricted resource design than they could have otherwise done. Of these, two coordinators (43% of the total) rated this question -2, indicating a very strong belief that use of resources for their particular situations is very ineffective (see Table 2.20) .

Table 2.20

OCC response to the question:

4. How does this project's progress compare to the progress which could have resulted from having the same amount of resources, but without restrictions on their use?

Rating (MEAN: 0.298)	Interpretation	n	Percent of Respondents
-2	much less progress	2	3.6%
-1	less progress	9	19.1%
0	no difference	15	31.9%
1	more progress	15	31.9%
2	much more progress	6	12.8%



Based on responses to question 5, all OCCs plan to at least maintain their current SCC effort next year, with 69% planning an increase. The actual breakdowns, maintain current level of involvement, some increase, and substantial increase, are displayed in Table 2.21.

Table 2.21

OCC response to the question:

5. Do you intend to increase or decrease the institutional effort for the Small College Consortium next year?

Rating (MEAN: 1.019)	Interpretation	n	Percent of Respondents
0	no difference	16	30.8%
1	increase	19	36.5%
2	substantial increase	17	32.7%

For the coordinators, question 6 had the lowest response rate (67%), indicating about a third did not know enough about other consortia management to make a valid comparison. Of those responding, 86% believe SCC is managed either better or significantly better than others. The remaining 14% felt SCC is at least as well managed, with none feeling other consortia do a better management job (see Table 2.22).

Table 2.22

OCC response to the question:

6. How would you rate the project management compared to similar consortia projects?

Rating (MEAN: 1.417)	Interpretation	n	Percent of Respondents
0	no difference	5	13.9%
1	better	11	30.6%
2	significantly better	20	55.6%

Questions 7-10 asked the coordinators to rate the SCC project staff on several characteristics. All ratings averaged in the high positive range, indicating overall satisfaction with SCC personnel.

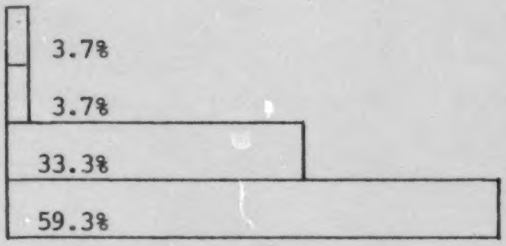
Question 7, asking how well SCC staff served each OCC, was the highest rated question asked of the coordinators. From this we assume highly facilitative relationships have been established between SCC staff and coordinators, a necessary condition to affecting change. As shown in Table 2.23,59% of the coordinators rated the staff very positive, with an additional 33% in the positive category.

Table 2.23

OCC response to the question:

7. How well did the SCC project staff serve you?

(MEAN: 1.481)	Interpretation	n	Percent of Respondents
-1	poor	2	3.7%
0	neutral ("so-so")	2	3.7%
1	well	18	33.3%
2	very well	32	59.3%



Question 8 asked OCCs to rate the usefulness of advice received from SCC staff. The interpretation of very useful was given to the mean of 1.389. The opinion of useful or very useful was given by 94% of the OCCs, with the remaining 6% divided into the neutral (rating = 0) and unuseful (rating = 1) zones. These findings are displayed in Table 2.24.

Table 2.24

OCC response to the question:

8. How useful was the advice you received from the SCC staff?

Rating (MEAN: 1.389)	Interpretation	n	Percent of Respondents
-1	unuseful	1	1.9%
0	neutral ("so-so")	2	3.7%
1	useful	26	48.1%
2	very useful	25	46.3%

As the project advisor is the chief SCC-institution contact person, question 9 was very important. In rating the effectiveness of their advisor, coordinators averaged in the very effective range (1.185) indicating the project advisors as a group are seen as providing needed assistance in a very satisfactory way. While none of the coordinators rate their advisor in the negative effect range, a rather large number (10, or 18%) rated him or her as being neutral in effectiveness (see Table 2.25).

Table 2.25

OCC response to the question:

9. How effective was your project advisor?

Rating (MEAN: 1.185)	Interpretation	n	Percent of Respondents
3	neutral	10	18.5%
4	effective	24	44.4%
5	very effective	20	37%

Question 10 produced ratings of the usefulness of SCC staff as technical assistance specialists. 85% of the coordinators rated them as either useful or very useful, with the mean rating (1.173) in the very useful range. Table 2.26 shows the breakdown of responses to this question.

Table 2.26

OCC response to the question:

10. How useful has the project staff been in its role as technical assistance specialists?

Rating (MEAN: 1.170)	Interpretation	n	Percent of Respondents
-2	very useless	1	1.9%
-1	useless	1	1.9%
0	neutral	6	11.3%
1	useful	25	47.2%
2	very useful	20	37.7%

Question 11 asked the coordinators to rate productivity of the workshops and seminars they and their staffs attended. As participation at a workshop or seminar is usually a reflection of institutional need, the mean response of 1.358 indicates they served their purposes well. As shown in Table 2.27, 92% of the coordinators felt these were either productive or very productive, with 5% (3 OCCs) feeling they were either nonproductive or counterproductive.

Table 2.27

OCC response to the question:

11. Your staff has been invited to attend workshops and seminars. How productive were these in relation to the time spent attending them?

Rating (MEAN: 1.365)	Interpretation	n	Percent of Respondents
-1	counterproductive	1	1.9%
0	non-productive	2	3.8%
1	productive	26	50%
2	very productive	23	41.8%

Questions 12-16 evaluated the growth plan submitted by each college, and the activities designed to bring about growth. As the growth plan and activities were based on the original needs assessment, these questions are indicators of how well SCC services met the unique situations at each institution.

Generally, the means to these five questions were the lowest-rated group of any asked of the coordinators. While the means all fell into the positive range, four of the five questions averaged between 0 and 1, indicating small positive usefulness.

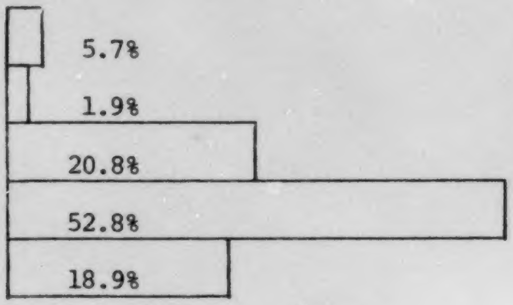
Question 12, concerning the usefulness of the growth plan for the project management, was rated either useful or very useful by 72% of the coordinators, with 21% feeling it made no difference. Four OCCs (7%) felt the growth plan no longer accurately represents needs of their institution, as they rated it either useless or very useless (see Table 2.28).

Table 2.28

OCC response to the question:

12. How useful was the growth plan to you for project management?

Rating (MEAN: 1.774)	Interpretation	n	Percent of Respondents
-2	very useless	3	5.7%
-1	useless	1	1.9%
0	no difference	11	20.8%
1	useful	28	52.8%
2	very useful	10	18.9%



The usefulness of the growth plan for communicating with others on campus was investigated using question 13. Only 63% of the coordinators felt the growth plan served this purpose, the lowest positive response percentage of the five questions in this area (see Table 2.29). However, it is possible that the growth plan of some institutions did not require intra-campus communication, making any strict interpretation of the meaning of this question impossible. Project advisors and OCCs will have the responsibility of determining the degree to which planned communications are not taking place, and to remedy the situation.

Table 2.29

OCC response to the question:

13. How useful was the growth plan for communicating with others on the campus?

Rating (MEAN: 0.647)	Interpretation	n	Percent of Respondents
-2	very useless	2	3.9%
-1	useless	2	3.9%
0	no effect	15	29.4%
1	useful	25	49.0%
2	very useful	7	13.7%

Question 14 dealt with the accomplishment of planned activities within a time frame originally expected by the coordinator. Seventy-eight percent of the coordinators indicated they did better or much better, with another 11% indicating they progressed as planned. In Table 2.30, it can be seen that 11% of the coordinators felt they did worse or much worse than planned.

Table 2.30

OCC response to the question:

14. Did you accomplish the activities you outlined within a time close to what you projected?

Rating (MEAN: 0.815)	Interpretation	n	Percent of Respondents
-2	much worse	1	1.9%
-1	worse	5	9.3%
0	as planned	6	11.1%
1	better	33	61.1%
2	much better	9	16.7%

Question 15 asked the coordinators to rate, based on their experience, the degree to which they now believe the growth plan was realistic. The evaluators intended this question to measure the degree to which the growth plan realistically matched institutional needs and resources with growth activities. About 70% of the respondents believe the growth plan was realistic or very realistic, with 15% expressing the opposite view. The remaining 15% fell into the middle, which we assume means the growth plan was not bad, but could have been better (see Table 2.31). For the 30% expressing some dissatisfaction with the growth plan, it is impossible to determine if they believe it was too difficult or too easy.

Table 2.31

OCC response to the question:

15. How realistic was the growth plan in view of your experience now?

Rating (MEAN: 0.667)	Interpretation	n	Percent of Respondents
-2	very unrealistic	2	3.7%
-1	unrealistic	6	11.1%
0	"so-so"	8	14.8%
1	realistic	30	55.6%
2	very realistic	8	14.8%

The degree to which the growth plan activities positively affected the identified problems of the institution was measured by question 16. With 98% of the OCCs reporting either positive or very positive effects (see Table 2.32), this question equaled question 3 as having the highest percentage of positive OCC response. Question 3 measured the impact of SCC on institutional goal achievement; it is reasonable to assume that SCC activities (question 16) and SCC impact (question 3) are closely related.

Table 2.32

OCC response to the question:

16. Did the activities you carried out positively affect the problems you identified?

Rating (MEAN: 1.264)	Interpretation	n	Percent of Respondents
0	no effect	1	1.9%
1	positive effect	37	69.8%
2	very positive effect	5	28.3%

The last three Likert scale questions asked the OCCs to give their opinions of the helpfulness of other coordinators. Question 17 measured the value of inter-campus visits, with questions 18 and 19 assessing the facilitativeness of OCC interpersonal relationships.

Question 17 asked the OCCs to rate the value of inter-campus visits. With a mean of 0.265, and with only 41% responding in the positive value range, it was the lowest rated of all questions asked of the coordinators (see Table 2.33). The evaluators suggest continuation of inter-campus visits be either methodologically revised or eliminated.

Table 2.33

OCC response to the question:

17. Have other OCCs been helpful through intercollege visits (their visits to you or your personnel visiting their colleges)?

Rating (MEAN: 0.265)	Interpretation	n	Percent of Respondents
-2	very useless	2	8.2%
-1	useless	3	4.1%
0	no difference	23	46.9%
1	useful	17	34.7%
2	very useful	3	6.1%

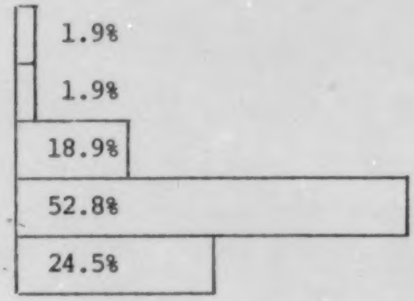
Results of question 18 showed that OCCs feel they have helped each other through the exchange of ideas, plans, forms, questionnaires, reports, etc. Seventy-seven percent (77%) of the coordinators rated their peers as helpful or very helpful, with 7% expressing negative opinions (see Table 2.34). For the majority of the coordinators, SCC involvement has helped establish a network of facilitative informational relationships, something which should be productive long after SCC reaches its planned ending in two years.

Table 2.34

OCC response to the question:

18. Have other OCCs been helpful through the exchange of ideas, plans, forms questionnaires, reports, etc.?

Rating (MEAN: 0.962)	Interpretation	n	Percent of Respondents
-2	very detrimental	1	1.9%
-1	detrimental	1	1.9%
0	no difference	10	18.9%
1	helpful	28	52.8%
2	very helpful	13	24.5%



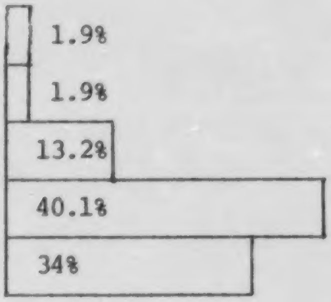
Question 19 assessed the facilitative quality of the interpersonal relationships formed among OCCs. As shown in Table 2.35, most OCCs feel the Consortium has helped develop a bond of mutual support and interest between coordinators, a necessary condition if they are to remain in contact after SCC.

Table 2.35

OCC response to the question:

19. Have other OCCs been helpful through mutual support and interest, sharing of problems, etc.?

Rating (MEAN: 1.113)	Interpretation	n	Percent of Respondents
-2	very detrimental	1	1.9%
-1	detrimental	1	1.9%
0	no difference	7	13.2%
1	helpful	26	40.1%
2	very helpful	18	34%



In sum, the on-campus coordinators responded to these 19 questions with positive or very positive responses 80% of the time, with only 5% in the negative or very negative range (see Table 2.36).

Table 2.36

Summary of On-Campus Coordinator responses to

19 Likert Scale Questions, 1978

Rating (MEAN: 1.269)	Interpretation	n	Percent of Responses
-2	very negative	17	1.9%
-1	negative	32	3.3%
0	neutral	145	14.8%
1	positive	488	49.4%
2	very positive	301	30.8%

As with the presidents' survey, several questions on this year's OCC survey were repeated from last year's, allowing between-year comparisons. These questions included the coordinators' ratings of the SCC staff; and their ratings of the growth plan.

The first cross-year comparison looked at the changes in the coordinators' opinions of the SCC staff. Mean scores for both years were in the high positive range (see Table 2.37).

Table 2.37

OCC Ratings of SCC Staff, 1977 and 1978

	MEAN	MINIMUM	MAXIMUM	n
1977	1.327	-1.667	2.000	53
1978	1.352	-1.323	2.000	54

The first comparison analyzed the ratings of how well SCC staff served the coordinators. Over both years, 87% of the OCCs rated this question in the positive or very positive range. Movement toward or across the neutral point (a rating of 0) was observed with 6 coordinators, generally divided between positive and negative change. As shown in Tables 2.38 and 2.39, there was a considerable increase in the percentage of very positive ratings (+2) the second year, indicating OCCs believe, on the whole, they were served better by SCC staff this year than last.

Table 2.38

1977 & 1978 OCC Response Patterns to the Question:

How well did the SCC project staff serve you?

Rating		Interpretation	n	Percent of Respondents
1977	-1	poor	1	1.9%
1978	-1	poor	2	3.8%
1977	0	"so-so"	3	5.8%
1978	0	"so-so"	2	3.8%
1977	1	well	23	44.2%
1978	1	well	17	32.7%
1977	2	very well	25	48.1%
1978	2	very well	31	59.6%

Table 2.39

Crosstabulation of OCC Responses to the Question:

How well did the SCC staff serve you, 1977 and 1977

1977 Rating \ 1978 Rating	-1	0	1	2	Total
-1	0	0	0	1	1
0	0	1	0	1	3
1	1	2	9	11	23
2	0	0	7	18	25
Total	2	2	17	31	

-2=very poor
-1=poor
0="so-so"
1=well
2=very well

The second comparison concerned the usefulness of advice received from SCC staff. As with the previous comparison, there was a slight overall increase in the mean. Tables 2.40 and 2.41 show response patterns to these iterations of the same question, and the changes in this pattern by individual coordinators, indicating that 88% of the coordinators rated SCC staff advice as useful or very useful both years.

Table 2.40

1977 & 1978 OCC Response Patterns to the Question:

How useful was the advice you received from SCC staff?

Rating	Interpretation	n	Percent of Respondents
1977 -1	useless	1	1.9%
1978 -1	useless	1	1.9%
1977 0	"so-so"	3	5.8%
1978 0	"so-so"	2	3.8%
1977 1	useful	22	42.3%
1978 1	useful	25	48.1%
1977 2	very useful	26	50%
1978 2	very useful	24	46.2%

Table 2.41

Crosstabulation of OCC Responses to the Question:

How useful was the advice you received from the SCC staff?

1978 Rating

1977 Rating	-1	0	1	2	Total
-1	1	0	0	0	1
0	0	0	2	1	3
1	0	1	14	7	22
2	0	1	9	16	26
Total	1	2	25	24	

The effectiveness rating of the project advisor showed a slight drop from 1977 to 1978 with the mean falling in the highly effective range both years. In neither year did any OCC rate their advisor as ineffective. While four OCCs increased their rating from 0 to either 1 or 2, 5 decreased their ratings in the opposite direction. Tables 2.42 and 2.43 display these findings.

Table 2.42

1977 & 1978 OCC Response Patterns to the Question:

How effective was your project advisor?

Rating		Interpretation	n	Percent of Respondents
1977	0	"so-so"	9	17.6%
1978	0	"so-so"	10	19.6%
1977	1	effective	21	41.2%
1978	1	effective	22	43.1%
1977	2	very effective	21	41.2%
1978	2	very effective	19	37.3%

Table 2.43

Crosstabulation of OCC Responses to the Question:

How effective was your project advisor?

		1978 Rating			
		0	1	2	Total
1977 Rating	0	5	4	0	9
	1	3	10	8	21
	2	2	8	11	21
Total		10	22	19	

0=neutral
1=effective
2=very effective

In sum, over both years, OCC ratings of SCC staff have remained very high, with over 82% rating the staff either positive or very positive both years.

The next series of cross-year comparisons concerned OCC perceptions of the growth plan. Over the two years, coordinators ratings of the question in this section dropped from 1.159 in 1977 to 0.836 in 1978. As stated in the introduction (see page), the process of needs assessment and the planning of activities has become less formal and more individualized as the SCC staff and coordinator have become more aware of each others' strengths and abilities. Thus, the growth plan has become less important in project implementation.

The usefulness of the growth plan for project management showed one of the largest drops in rated usefulness, from 1.320 in 1977 to 0.744 in 1978. This downward trend can be seen in Tables 2.44 and 2.45. In 1977, no coordinator rated the growth plan as useless or very useless, whereas four did in 1978. Likewise, the number rating it as neither useful or useless (0) increased from 5 to 11, while the number who considered it very useful fell from 23 to 8. These findings would be disturbing if it were not for the responses to the last comparison in this section, which show an increase in the effects of project activities on institutional growth. Evidently, as the schools, through the OCCs and advisors, have become more able to identify and solve their problems, the growth plan has become less useful.

Table 2.44

1977 & 1978 OCC Response Patterns to the Question:

How useful was the growth plan for project management?

Rating	Interpretation	n	Percent of Respondents
1977 -2	very useless	0	0%
1978 -2	very useless	3	6.3%
1977 -1	useless	0	0%
1978 -1	useless	1	2.1%
1977 0	"so-so"	5	10.4%
1978 0	"so-so"	11	22.9%
1977 1	useful	20	41.7%
1978 1	useful	25	52.1%
1977 2	very useful	23	47.9%
1978 2	very useful	8	16.7%

Table 2.45

Crosstabulation of OCC Responses to the Question:

How useful was the growth plan to you for project management?

1977 Rating	1978 Rating -2	-1	0	1	2	Total
0	1	0	2	2	0	5
1	0	0	6	11	3	20
2	2	1	3	12	5	23
Total	3	1	11	25	8	[illegible]

-2=very useless
-1=useless
0="so-so"
1=useful
2=very useful

The cross-year usefulness of the growth plan for communicating with others on campus was the second growth plan comparison. The mean for 1978 dropped some from 1977, from 0.961 to 0.647, with the number of OCCs giving the neutral (0) response more than doubling (see Tables 2.46 and 2.47). This finding, too, is probably a result of the deemphasis of the growth plan in favor of decision making by the OCC and advisor.

Table 2.46

1977 & 1978 OCC Response Patterns to the Question:

How useful was the growth plan for communicating with others on campus?

Rating	Interpretation	n	Percent of Respondents
1977 -2	very useless	0	0%
1978 -2	very useless	2	4.3%
1977 -1	useless	3	6.4%
1978 -1	useless	2	4.3%
1977 0	"so-so"	7	14.9%
1978 0	"so-so"	15	31.9%
1977 1	useful	24	51.1%
1978 1	useful	22	46.8%
1977 2	very useful	13	27.7%
1978 2	very useful	6	12.8%

Table 2.47

Crosstabulation of OCC Responses to the question:

How useful was the growth plan for communicating with others on campus?

		1978 Rating					
		-2	-1	0	1	2	Total
1977 Rating	-1	0	1	1	1	0	3
	0	1	0	1	5	0	7
	1	1	0	7	12	4	24
	2	0	1	6	4	2	13
	Total	2	2	15	22	6	

-2=very useless
-1=useless
0="so-so"
1=useful
2=very useful

The next comparison was on the questions asking OCCs to rate the degree to which they accomplished activities within a projected time frame. While there was a slight decrease in the mean (0.980 to 0.815), over 67% responded either positive or very positive both years. Five coordinators believe they did worse this year than last (as indicated by movement to or across the neutral point) with six moving in the positive direction (see Tables 2.48 and 2.49).

Table 2.48

1977 & 1978 OCC Response Patterns to the Question:

Did you accomplish the activities you outlined within a time close to what you projected?

Rating	Interpretation	n	Percent of Respondents
1977 -2	much worse	1	2.0%
1978 -2	much worse	1	2.0%
1977 -1	worse	5	10.2%
1978 -1	worse	5	10.2%
1977 0	as planned	1	2.0%
1978 0	as planned	6	12.2%
1977 1	better	29	59.2%
1978 1	better	29	59.2%
1977 2	much better	13	26.5%
1978 2	much better	8	16.3%

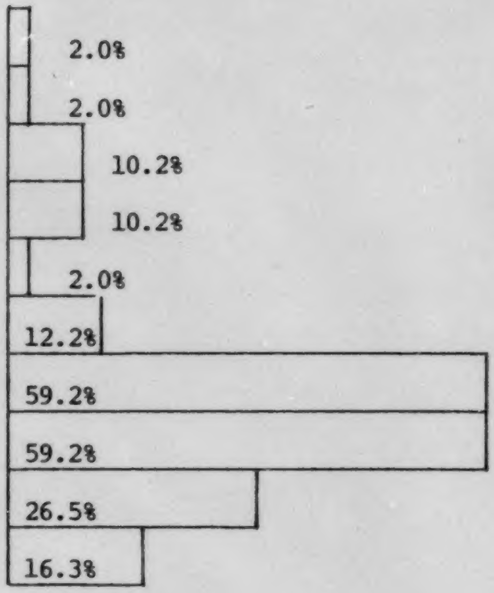


Table 2.49

Crosstabulation of OCC Responses to the Question:

Did you accomplish the activities you outlined within a time close to what you projected?

1978 Rating

1977 Rating	-2	-1	0	1	2	Total
-2	0	0	1	0	0	1
-1	1	0	1	3	0	5
0	0	0	0	1	0	1
1	0	4	1	17	7	29
2	0	1	1	8	1	13
Total	1	5	6	29	8	

The degree to which the growth plan realistically matched institutional needs and resources with growth activities was measured in the next comparison. This question also showed a decrease in the mean response, from 0.904 to 0.667. While 63% of the coordinators rated the growth plan as realistic or very realistic both years, 18% lowered their opinion to or across the midpoint. Conversely, only 6% moved in the other direction (see Tables 2.50 and 2.51).

Table 2.50

1977 & 1978 OCC Response Patterns to the Question:

How realistic was the growth plan in view of your experience now?

Rating	Interpretation	n	Percent of Respondents
1977 -2	very unrealistic	3	5.9%
1978 -2	very unrealistic	2	5.9%
1977 -1	unrealistic	2	3.9%
1978 -1	unrealistic	6	11.8%
1977 0	"so-so"	5	9.8%
1978 0	"so-so"	8	15.7%
1977 1	realistic	28	54.9%
1978 1	realistic	27	52.9%
1977 2	very realistic	13	25.5%
1978 2	very realistic	8	15.7%

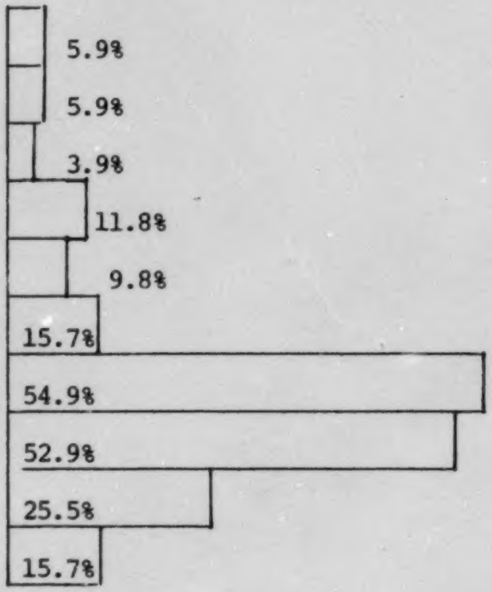


Table 2.51

Crosstabulation of OCC Responses to the Question?

How realistic was the growth plan in view of you experience now?

1978 Rating

1977 Rating	-2	-1	0	1	2	Total
-2	1	1	0	1	0	3
-1	0	1	0	1	0	2
0	1	1	2	1	0	5
1	0	2	3	18	5	28
2	0	1	3	6	3	13
Total	2	6	8	27	8	

The final comparison in this section was the most important. It looked at OCC opinions of the effect of SCC activities on institutional problems. It was the only question in this comparison section showing both an increase in mean (from 1.176 to 1.264) and more positive movement (5 increases compared to 1 decrease). About 78% of the coordinators saw positive effects both years, with the percentage increasing to 98% after the second year of SCC involvement (see Tables 2.52 and 2.53). Obviously the coordinators feel SCC activities and institutional growth are closely related.

Table 2.52

1977 & 1978 OCC Response Patterns to the Question:

Did the activities you carried out positively affect the problems you identified?

Rating		Interpretation	n	Percent of Respondents
1977	0	"so-so"	5	10.2%
1978	0	"so-so"	1	2.0%
1977	1	some effect	29	59.2%
1978	1	some effect	34	69.4%
1977	2	substantial effect	15	30.6%
1978	2	substantial effect	14	28.6%

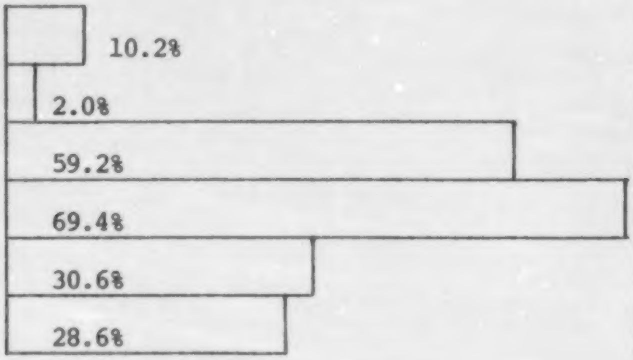


Table 2.53

Crosstabulation of OCC Responses to the Question:

Did the activities you carried out positively affect the problems you identified?

1978 Rating

1977 Rating	0	1	2	Total
0	0	4	1	5
1	1	21	7	29
2	0	9	6	15
Total	1	34	14	

In summary, it appears that while the usefulness of the growth plan has decreased, the impact of SCC activities has increased. As the real measure of SCC value is its ability to influence institutional change, the evaluators conclude that the available evidence supports the attribution of significant effect to SCC.

COMPARISON: PRESIDENTS TO OCCs

Using crosstabulations, the ratings of presidents and coordinators were compared on the 11 questions common to both groups. Of most interest to the evaluators was the identification of those schools in which some evidence of dissonance was uncovered; i.e., those institutions in which the presidents' rating was on the opposite side of the mid-point (o) from that of the OCC. Working with a school with this measured dissonance is more difficult than one with the second type of SCC related problem: those schools in which the president and OCC both reported negative opinions of SCC involvement.

The measure of disagreement (dissonance) occurred in 17% of the possible occurrences, while the measure of negative perceptions occurred in less than 1% (three in 517 measurements, all three on the same question). For this reason, this section will focus on describing located dissonance.

Eight percent dissonance was found in question 1, which asked the respondents to rate the institution's progress in achieving its goals. As shown in Table 2.54, three of the four occurrences involved the president rating progress in the positive range with the OCC in the neutral or negative.

Table 2.54

President and OCC Ratings Showing Dissonance on the Question: Compared to last year, how has the college progressed in achieving its goals?

	President		OCC	
n	Interpretation	Rating	Rating	Interpretation
1	less progress	-1	2	more progress
2	more progress	1	-2	much less progress
1	more progress	1	0	no difference

The next question asked both groups of respondents to rate the contribution of Title III to the achievement of institutional goals. The measured dissonance was about 6%, occurring in 3 of the cases. As no responses fell into the negative range, the dissonance was more that of degree rather than direction (see Table 2.55). Two presidents who believe Title III has made substantial contribution have OCCs who said it made no difference; and one president who responded "no difference" has an OCC who felt it made some positive contribution.

Table 2.55

President and OCC Ratings Showing Dissonance on the Question:

What has been the contribution of all Title III projects to achieving these goals?

	President		OCC	
n	Interpretation	Rating	Rating	Interpretation
1	no difference	0	1	some contribution
2	substantial contribution	2	0	no difference

The question concerning the contribution of SCC to the achievement of institutional goals had the lowest dissonance score of all comparison questions, 1.92% (or 1 case out of 52). In this case, a president rated SCC as having made no difference while the OCC rated it a +1, some contribution (see Table 2.56). In one other case, both respondents rated the contribution of SCC as 0, no difference, meaning that over 96% of all responding presidents and coordinators believe SCC has made either some or substantial contribution to institutional growth.

Table 2.56

President and OCC Ratings Showing Dissonance on the Question:

What has been the contribution of the Small College Consortium to achieving these goals?

	President		OCC	
n	Interpretation	Rating	Rating	Interpretation
1	no difference	0	1	some contribution

The dissonance rating of question 4 (54.29%) was the highest of all cross-group comparisons, and accounted for 23% of the total dissonance. There was considerable disagreement between presidents and OCCs concerning the amount of progress which could have resulted from having the same amount of resources, but without restrictions on their use (see Table 2.57).

Table 2.57

President and OCC Ratings Showing Dissonance on the Question:

How does this project's progress compare to the progress which could have resulted from having the same amount of resources, but without restrictions on their use?

	President		OCC	
n	Interpretation	Rating	Rating	Interpretation
3	less progress	-1	0	no difference
1	less progress	-1	1	more progress
1	no difference	0	-2	much less progress
2	no difference	0	-1	less progress
1	no difference	0	1	more progress
2	no difference	0	2	much more progress
1	more progress	1	-1	less progress
3	more progress	1	0	no difference
1	much more progress	2	-1	less progress
2	much more progress	2	0	no difference

The comparative responses to presidents' and coordinators' intentions to increase or decrease institutional effort for SCC next year indicate about 20% are in mild dissonance. (As all respondents intend to at least maintain the current level of involvement, the dissonance is classified as mild, i.e., it is a difference of degree rather than direction.) As can be seen in Table 2.58, 9 of the 13 presidents who plan to maintain their current level of involvement have OCCs who plan an increase. Likewise, 11 of the 15 OCCs who plan to continue their institutions current level of effort have presidents who plan an increase.

Table 2.58

President and OCC Ratings which Show Dissonance on the Question:

Do you intend to increase or decrease the institutional effort for the Small College Consortium next year?

	President			OCC
n	Interpretation	Rating	Rating	Interpretation
5	no change	0	1	increase
4	no change	0	2	much increase
10	increase	1	0	no change
1	much increase	2	0	no change

Ratings of the management of SCC as compared to other consortia had a dissonance rating of 11.67%, with 5 presidents and OCCs disagreeing about this issue (see Table 2.59). Overall, 87% of the respondents rated SCC as managed better or much better than the other consortia.

Table 2.59

President and OCC Ratings which Show Dissonance on the Question:

How would you rate the project's management compared to similar consortia projects?

	President		OCC	
n	Interpretation	Rating	Rating	Interpretation
1	worse	-1	1	better
1	worse	-1	2	much better
1	better	1	0	neutral
1	much better	2	0	neutral
1	much better	2	0	neutral

Group Assessment

The third section of the evaluation asked those faculty, staff, and in some cases, students meeting as a group, who are most familiar with the project and its activities at the college, to assess the project, and progress in the Technical Assistance areas. There were three types of questions, Likert scale, open-ended, and a few that required the input of specific data elements. The results of the Likert scale questions are presented below, with the other responses evaluated in section (see page).

These groups were asked to rate the consortium or nine Likert scale questions. The ratings ranged from 1 (little or none) to 5 (very significant), a slightly different range than for the other respondents (presidents and OCCs). For this reason, comparison between this group and the others was not possible. Notice too, that the means between this group and the others cannot be compared.

The first question asked the group to rate the extent to which SCC has provided resources which have met obvious institutional needs. The mean of 3.962 fell in the substantial range with 96% of the ratings at or above the significant (3) level. Table 2.60 displays these findings.

Table 2.60

Group Response to the Question:

1. To what extent has the SCC provided resources which have met obvious institutional needs?

Rating Mean = 3.962	Interpretation	n	Percent of Respondents
2	some extent	2	3.8%
3	significant extent	9	17.3%
4	substantial extent	30	57.7%
5	very significant extent	11	21.2%

Ratings of the extent to which the advisor from the project staff has been of assistance revealed that about 75% of the respondents believe he/she has been of at least significant assistance. The mean, 3.259, confirms the overall opinion that project advisors have assisted the institutions in positive ways. As can be seen in Table 2.61, about 25% of the respondents rated their advisor as having been of only some or little assistance.

Table 2.61

Group Response Patterns to the Question:

2. To what extent has your advisor from the project staff been of assistance to you and your institution?

Rating Mean = 3.259	Interpretation	n	Percent of Respondents
1	little or no extent	5	9.4%
2	some extent	8	15.1%
3	significant extent	15	28.3%
4	substantial extent	17	32.1%
5	very significant extent	2	15.1%

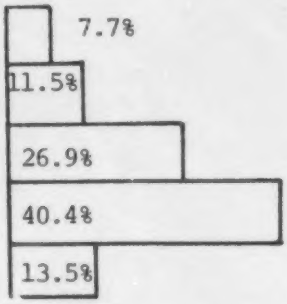
A mean rating of 3.426 was found with the question concerning the extent to which the growth plan was useful for project management, a rating indicating reasonably significant usefulness. As shown in Table 2.62, over 80% of the groups rated the growth plan as reasonably significant or higher in usefulness.

Table 2.62

Group Response Patterns to the Question:

4. To what extent was your 1977-78 plan useful for project management?

Rating Mean = 3.426	Interpretation	n	Percent of Respondents
1	little or no extent	4	7.7%
2	some extent	6	11.5%
3.	reasonably significant extent	14	26.9%
4	substantial extent	21	40.4%
5	very significant extent	7	13.5%



The next three questions dealt with the objectives and activities set forth in the growth plan. All three averaged in the high positive range, indicating overall satisfaction with institutional growth.

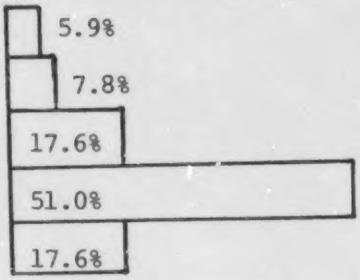
The extent to which the activities described in the growth plan were carried out averaged 3.667, with over 90% of the respondents indicating reasonably significant success in carrying out planned activities (see Table 2.63).

Table 2.63

Group Response Patterns on the Question:

5. To what extent did you carry out the activities described in the growth plan? (note the distinction between "activities" and "objectives".)

Rating Mean = 3.667	Interpretation	n	Percent of Respondents
1	little or no extent	3	5.9%
2	some extent	4	7.8%
3	substantial extent	9	17.6%
4	significant extent	26	51.0%
5	very substantial extent	9	17.6%



The responses to the next question closely mirrored the one above. Over 90% of the groups believe they made reasonably significant progress in achieving their goals as described in the growth plan (see Table 2.64). As 84% of the groups scored both these questions at or above the reasonably significant progress level, it seems there is considerable congruence between SCC activities and the achievement of institutional goals (see Table 2.64).

Table 2.64

Group Response Patterns to the Question:

6. To what extent did you achieve the objectives set forth in the growth plan?

Rating Mean = 3.623	Interpretation	n	Percent of Respondents
1	little or no extent	1	2.0%
2	some extent	4	7.8%
3	significant extent	13	25.5%
4	substantial extent	29	56.9%
5	very significant extent	4	7.8%

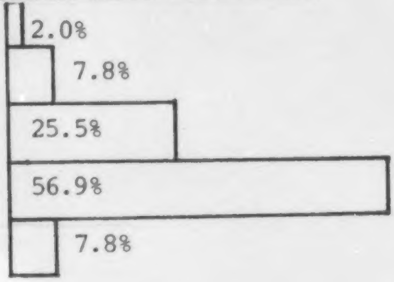


Table 2.65

Crosstabulation of Group Responses to the Questions:

5. To what extent did you carry out the activities described in the growth plan? (Note the distinction between "activities" and "objectives".)

6. To what extent did you achieve the objectives set forth in the growth plan?

Question 6

		1	2	3	4	5	Total
	1	1	1	1	0	0	3
	2	0	1	2	1	0	4
Question 5	3	0	1	4	4	0	9
	4	0	0	5	19	1	25
	5	0	0	1	5	3	9
TOTAL		1	3	13	29	4	

Question 7 asked the extent to which planned activities were carried out within the time frame originally described in the growth plan. The mean of 3.423 implied that most felt they did reasonably well. However, over 20% indicated some problems in carrying out activities within the time frame, possibly indicating poor estimation of the availability of institutional resources (see Table 2.66).

Table 2.66

Group Response Patterns to the Question:

7. To what extent did you carry out your activities within the time frame described in the growth plan?

Rating Mean = 3.423	Interpretation	n	Percent of Respondents
1	little or no extent	2	3.9%
2	some extent	9	17.6%
3	significant extent	15	29.4%
4	a great extent	17	33.3%
5	a very great extent	8	15.7%

The next question asked the group to rate the helpfulness of the Manual of Procedures in managing the project. The mean rating was 2.755, with more groups rating it as being of little use, than rated it as being of significant help (see Table 2.67). What is wrong with the Manual of Procedures? We cannot tell. But we suggest SCC staff and OCCs decide if this finding has significant impact for project implementation.

Table 2.67

Group Response Patterns to the Question:

8. To what extent was the Manual of Procedures helpful in managing the project on your campus?

Rating Mean = 2.755	Interpretation	n	Percent of Respondents
1	little or no extent	6	11.5%
2	some extent	16	30.8%
3	reasonably significant extent	16	30.8%
4	substantial extent	13	25.0%
5	very significant extent	1	1.9%

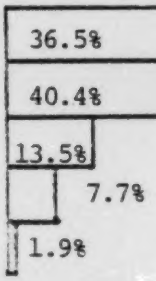
The next question was the lowest rated of all questions asked of all respondents. With a mean of 1.962, over 75% of the groups indicated the SCC library in Washington has provided little assistance to them (see Table 2.68). Without further comment, the evaluators expect the ratings of this question to raise substantially next year.

Table 2.68

Group Response Patterns to the Question:

9. To what extent has the resource library in the Washington office provided assistance to you?

Rating Mean=1.962	Interpretation	n	Percent of Respondents
1	little or no extent	19	36.5%
2	some extent	21	40.4%
3	reasonably significant extent	7	13.5%
4	substantial extent	4	7.7%
5	very significant extent	1	1.9%



The last Likert scale question to be examined in this section of the evaluation report has considerable significance for both SCC and Title III in general. About 94% of the groups reported that the federal grant has been at least reasonably adequate to facilitate the achievement of institutional goals and objectives (see Table 2.69). This is especially important when it is considered that the average Title III grant (under BIDP) to a single institution is $250,000, over 10 times more than each SCC school receives. That involved people believe the grant is sufficient to achieve institutional development should be of great interest to Title III personnel in the U.S. Office of Education.

Table 2.69

Group Response Patterns to the Question:

12. To what extent has the federal grant been adequate to facilitate achievement of your goals and objectives within the SCC?

Rating Mean = 3.774	Interpretation	n	Percent of Respondents
2	marginally adquate	3	5.8%
3	adequate	36	30.8%
4	very adequate	23	44.2%
5	extremely adequate	10	19.2%

Additionally, these campus groups were asked to comment on the adequacy of the federal grant via an open-ended question. A selection of their comments can be found on the following page.

Adequacy of Federal Grant

Comment briefly on the adequacy of the federal grant in areas other than consultation and travel.

CAMPUS GROUPS

- Marginally adequate
- The amount of money for supplies is a little too much/others adequate
- Those areas were quite adequate
- Adequate
- Inadequate for telephone
- More than adequate
- The federal grant was adequate for this year's project, although more could have been used for consultants
- It is adequate
- We would make more progress if we had funds for released time. As it is, projects involving faculty must await committee agenda progress.
- Enabled us to secure valuable books and workshop fees relative to the project
- Telephone: Sufficient

  Supplies: Inadequate. A major emphasis within the SCC areas here has been on informing and educating faculty and staff. This requires copious, regular sharing of written material, such that this item is quickly consumed.
- It enabled us to establish an LRP office and duplicate material for those involved in the project. For data processing it is inadequate; we simply used more institutional funds here. We depleted the budget because of an all-campus participatory model in process and operations were expensive. However, without it we would not have begun, and now in motion, we'll continue.

SECTION 3

Technical Assistance Evaluation

This section of the evaluation focuses on the progress made by SCC institutions in the technical assistance areas: Planning, Management Information Systems, and Fiscal Management; College Resource Development; Program Development; and Personnel Development and Evaluation.

If SCC is to be recognized as effective, member institutions must show evidence of implementing new or improved ways of doing what needs to be done. They must be engaged in activities that were not being done before and they must show a willingness to accept SCC initiated changes. This section examines the evidence of such progress.

Progress in the Technical Assistance Areas: Achievement Ratings

This section of the evaluation sought to identify the progress made in the technical assistance areas which were of primary emphasis during 1977-78. In all four T.A. areas, three open-ended questions were included to identify specific progress on each campus. In T.A. areas I and II, templates were completed to show the degree to which the institutions have initiated, and/or completed, growth activities which they were not implementing before SCC.

T.A. Area I: Planning, Management Information Systems, and Fiscal Management

Examination of the templates for the three sub-areas of T.A. Area I reveals the tremendous impact of SCC in fostering the implementation of new management procedures at member institutions. These are displayed in the following three tables, one for each of the sub-areas of T.A. Area I (see Tables 3.1, 3.2, and 3.3).

To interpret these tables, several points must be kept in mind. First, the chart represents only those schools which had a primary emphasis in some aspect of T.A. Area I. Second, the participation of any school in a specific activity is dependent upon their unique needs, and the prioritization of these needs.

Examination of the columns of each table shows:

- Done Pre-SCC; the number of schools which had a particular procedure before joining SCC
- Done 1976-77; those schools which completed the listed activity during the first year of SCC involvement
- Done 1977-78; those schools which obtained the listed ability during the second year of SCC participation

- To be done 1978-79; those schools which plan to accomplish an activity next year
- Total; the number of schools which now have the listed ability (as indicated by the sum of the first three columns)
- Percent change; the increase in a certain management ability or activity since SCC began (as computed by dividing the total by the sum of columns 2 and 3)

As an example, the first item in the Planning subsection of T.A. Area I (see Table 3.1) shows that 16 schools had disseminated a Presidential directive describing the long-range planning process and responsibilities. Twelve (12) accomplished this in 1976-77, with ten (10) more added to the total in 1977-78. One (1) plans to do this next year. The total number of institutions who have accomplished this task now stands at 38, a 61% increase over the pre-SCC number. By reading the tables in this way, it can be seen why the evaluators conclude that SCC T.A. Area I has had significant impact after only two of its four years.

Table 3.1

T.A. Area I

Planning

	Done Pre	Done 76-77	Done 77-78	To be Done 78-79	Total	% Increase
1. Presidential directive describing long-range planning process and responsibilites disseminated.	16	12	10	1	38	58%
2. Long-range planning committee established.	16	12	10	5	38	58%
3. Goals statement developed	15	17	12	5	44	66%
4. Data needs reviewed.	8	13	17	13	38	79%
5. Specific planning responsibilites identified.	11	9	17	6	37	70%
6. Planning process documented.	11	10	17	8	38	71%
7. External assumptions considered.	14	18	16	8	48	71%
8. Internal assumptions considered.	12	17	16	10	45	73%
9. Data analysis process utilized.	5	11	17	19	33	85%
10. Draft plan created.	12	5	13	9	30	60%
11. Plan reviewed and revised.	7	7	15	14	29	76%
12. Plan disseminated.	6	9	15	15	30	80%
13. Planning process reviewed and revisions documented.	4	8	11	20	23	83%

Table 3.2

T.A. Area I

M.I.S.

	Done PRE	Done 76-77	Done 77-78	To be Done 78-79	Total	% Increase
1. Needs analysis conducted	5	14	22	11	41	88%
2. Comprehensive activtities in computer systems conducted.	3	6	14	9	23	87%
3. Comprehensive activities in manual systems conducted	4	5	7	9	16	75%
4. General systems design developed	0	4	8	17	12	100%
5. Institutional research organized.	9	7	11	16	27	67%
6. College fact book assembled.	7	11	9	12	27	74%
7. Data element dictionary developed.	1	4	10	14	15	93%
8. Forms reviewed.	1	6	12	19	19	95%
9. Plan for MIS activities developed.	1	4	8	17	13	92%

Table 3.3

T.A. Area I

Fiscal Management

	Done Pre	Done 76-77	Done 77-78	To be Done 78-79	Total	% Increase
1. Financial resource requirements projected.	7	6	7	8	20	65%
2. Revenue projection system or procedures implemented.	8	6	7	8	21	62%
3. Cash flow projection system or procedures implemented.	6	5	9	5	20	70%
4. Budget planning system implemented.	12	7	8	7	27	56%
5. Monthly budget control system implemented.	8	3	6	6	17	53%
6. Program cost analysis implemented.	7	5	8	7	20	65%
7. Activity cost analysis implemented.	5	1	6	8	12	58%
8. Faculty productivity analysis implemented.	8	5	4	5	17	53%
9. Record-keeping systems in development reviewed	4	2	3	7	9	56%
10. RMP Instructional Cost Analysis module utilized.	3	6	5	3	14	79%
11. RMP Library module utilized.	2	2	2	1	6	67%
12. RMP Personnel and Salary module utilized.	1	1	2	2	4	75%

T.A. Area II: Marketing, Recruitment/Admissions, Retention and Financial Resource Development

The following four tables show the progress of institutions participating in Technical Assistance Area II. Remembering that colleges worked in this area based on their unique needs and abilities it can be seen that these institutions have gained many new and valuable practices and procedures.

Table 3.4
T.A. Area II

Marketing

	Done Pre	Done 76-77	Done 77-78	To be Done 78-79	Total	% Increase
1. Understanding of marketing concepts and their applicability to colleges and universities disseminated.	1	3	13	7	17	94%
2. College markets identified.	2	0	13	6	15	87%
3. Market structure analysis completed.	0	0	5	13	5	100%
4. Consumer needs analysis completed.	0	1	8	11	9	100%
5. Structure for coordination of marketing initiated.	0	0	7	7	7	100%
6. Draft of RMP Marketing manual reviewed.	1	0	0	3	1	0

Table 3.5

T.A. Area II

Recruitment/Admissions

	Done Pre	Done 76-77	Done 77-78	To be Done 78-79	Total	% Increase
1. Admissions operations manual completed.	4	4	8	10	16	75%
2. Inquiry/Applicant management system initiated.	13	6	14	6	33	61%
3. Staff development program initiated.	5	4	13	9	22	77%
4. Internal resources (faculty, students, alumni, etc.) marshalled.	6	6	16	11	28	79%
5. Enrollment projection system implemented.	8	2	13	9	23	65%
6. Year-long recruitment plan developed.	10	4	12	13	26	62%

Table 3.6

T.A. Area II

Retention

	Done Pre	Done 76-77	Done 77-78	To be Done 78-79	Total	% Increase
1. Retention task force created.	1	2	17	8	20	95%
2. Attrition data collected and analyzed.	7	16	24	8	47	85%
3. Campus-wide awareness of retention enhanced.	2	8	24	9	34	94%
4. Early warning system initiated.	4	2	8	15	14	71%
5. RMP Retention module utilized.	1	7	9	7	17	94%

Table 3.7

T.A. Area II

Financial Resource Development

	Done Pre	Done 76-77	Done 77-78	To be Done 78-79	Total	% Increase
1. Development office record-keeping systems reviewed.	3	2	8	11	13	77%
2. College personnel (other than development staff) utilized for alumni, public relations, public information and fund raising activities.	8	2	5	4	15	47%
3. Coordinated plan for institutional advancement developed.	2	3	8	11	13	85%
4. Public relations activities reviewed to develop goals.	4	0	8	5	12	67%
5. Efforts in foundation fund raising enhanced.	2	2	12	8	16	88%
6. PR publications reviewed.	6	3	10	8	19	68%
7. Alumni programs reviewed.	5	3	10	8	18	72%

Progress in the Technical Assistance Areas: Open-ended Questions

As part of the evaluation of progress in the technical assistance areas, institutions were asked to provide, through a group of adminstrators, faculty, and, if appropriate, students, responses to three open-ended questions. These questions, along with their corresponding positive indicators, explanations, and findings are listed below.

Question 1: What did you set out to accomplish in T.A. Area (I, II, III and/or IV) in 1977-78?

Postive Indicator: Diversity

Explanation: In assessing the responses to this question the evaluators looked for diversity among the schools. That is, the expectation was that if SCC truly dealt with each school based on its unique combination of needs and resources, then this group of responses would show considerable differences in the levels of expectations among institutions.

Findings: As expected, considerable diversity was encountered in the responses to this question. Some schools planned and accomplished many objectives, while others took on relatively few. From this evidence the evaluators conclude that SCC is providing services to member institutions based upon their ability to successfully assimilate new procedures.

Question 2: To what extent were you successful in accomplishing what you set out to do?

Positive Indicator: Lack of stress

Explanation: As another measure of SCC success in individualizing services to institutions, this question was examined for indications of stress. That is, indications that the demands of the project exceeded the abilities of institutions, thus causing people to report increased institutional tension.

Findings: There was a notable lack of stress indicators in responses to this question. On the whole, respondents were pleased with their progress and optimistic about the resulting changes. Remembering that the colleges assumed different degrees of expectation, it seems reasonable to conclude that SCC has successfully helped those institutions move from where they are to where they need to be to effectively deal with the future.

Question 3: What factors contributed to fulfilling your objectives?

A. Which committees or groups were involved?

Positive Indicator: Wide institutional involvement

Explanations: As SCC strives to facilitate total institutional development and to shore-up specific institutional weaknesses, the evaluators intended this question to show evidence that the project is impacting throughout the institution by involving many people in its tasks and responsibilities.

Findings: The evidence gathered by this question suggests the project is having extensive impact through most institutions. It was not unusual for a wide variety of intra-campus groups to be involved in planning and implementing SCC initiated projects.

B. Which individual persons (by title) from the administration, faculty, staff, or student body made significant contribution outside of group meetings?

Positive Indicator: Participatory Implementation

Explanation: The evaluators intended, through this question, to assess the extent to which project responsibilities are shared; the extent to which many persons are involved in facilitating institutional growth. This question, as in the others, relates back to the overall SCC goal of promoting comprehensive, integrated, ongoing institutional development. Responsibility for this development must be spaced across each campus if it is to succeed.

Findings: The conclusion that project responsibilities have been widely accepted on most campuses is supported by the evidence. Many persons have become involved in, and contributed to the success of, SCC projects.

C. What role did the project staff play? External Consultants?

Positive Indicators: Attribution of impact

Explanation: The intent of this question was to obtain evidence that project staff and external consultants provided by the project made real contributions to institutional progress; that services provided promoted institutional development.

Findings: The response to this question were more individual than the preceeding ones. Some institutions attributed significant impact to SCC personnel and consultants; others used words like "support" and "assistance"; while some expressed some dissatisfaction with the degree of assistance they received. A general conclusion that at most institutions project staff and consultants had facilitated institutional development seems appropriate if qualified by the knowledge that some institutions desire more and deeper assistance.

D. What SCC workshops were particularly useful?

Positive Indicator: Facilitation of Goal Achievement

Explanation: The extent to which workshops were said to have helped college personnel achieve their goals was the criterion for evaluating responses to this question.

Findings: Comments about SCC workshops fell into two broad categories. One was in the area of concept formation, giving college personnel background for the planning process. The other was implementation strategies, providing alternative approaches to achieving goals. It should be noted, however, that many respondents simply said a workshop was very useful or helpful without elaboration.

E. How did your SCC grant facilitate your accomplishments?

Positive Indicator: Accelerated activity

Explanation: The evaluators intended this question to provide evidence that SCC made possible growth activities beyond those normally associated with these colleges.

Findings: There were two general categories of responses, both of which indicated the SCC grant is helping member institutions make progress they would not have otherwise done. One, the fiscal impact, was said by many respondents to have made possible actions which would have otherwise gone undone. Increased commitment was the other category, meaning college personnel, because of SCC involvement, made stronger efforts to promote institutional development.

Investment, Impact and Significance

This part of the evaluation focused on the usage and value of technical assistance for the past academic year. The intention of the section was to summarize the number of users of each type of assistance, to assess the degree of impact of each T.A. area on the institution and to determine the relative rank-order of perceived significance of the assistance. To obtain the number of users, respondents were merely asked to check the T.A. areas in which their college had invested significant effort during 1977-78. The faculty, staff and/or student group was then asked to assess the degree to which each area in which they had invested significant effort had had an impact on their institution using a 5-point scale. Finally, respondents were asked to rank the significance of each area on the institution's development. The highest ranking was given a value of 9, the second 8, etc. The values for these three inventories appear in Table 3.8.

Table 3.8

Usage and Value of Technical Assistance Programs for 1977-78

Technical Assistance Area	Rank of Significance (9 pt. scale)	No. of Users (N=54)	Degree of Impact (5 pt. scale)
Planning	8.00	30	3.87
Recruitment/Admissions	7.00	35	3.40
MIS	6.97	32	3.44
Fiscal Management	6.92	12	3.50
Retention	6.91	33	3.09
Financial Resource Development	6.86	15	3.33
Curriculum Development	6.57	24	3.50
Marketing	6.39	25	3.08
Administrative Development and/or Evaluation	6.20	10	3.80
Career Development	5.90	11	3.09
Student Development	5.69	14	2.86
Faculty Development and/or Evaluation	5.67	16	3.44

As indicated in Table 3.8 , more than half of the 54 SCC schools invested significant effort in technical assistance in the areas of recruitment/admissions, retention, MIS, and planning. Particularly favorable assessments of impact were credited to the technical assistance programs in planning, administrative development and/or evaluation, fiscal management and curriculum development. The only T.A. area that did not significantly impact on the 14 users (less than 3.0 on a 5.0 scale) was that of student development. From the two sets of data just mentioned, then, it is not surprising that the 5 areas selected in order of significance were: 1) planning; 2)recruitment/admissions; 3) M.I.S.; 4) fiscal management, and 5) retention.

The Degree of Impact of SCC Seminars and Workshops

From August 1977 through early May 1978, 5 one-day seminars and 11 two- to three-day workshops were conducted to accelerate development in the T.A. areas. Two of these, held in Asheville and Tanglewood, were intended primarily for the on-campus coordinators and were attended by 48 and 44 coordinators respectively. The others were offered for personnel from throughout the institution according to the school's expressed needs. Table 3.9 displays both the number of schools represented at these sessions and the participant's rating of impact. The attendance figure does not indicate the total number who attended. Rather, it signifies that there were one or more persons from the number of schools that are listed. The rating, then, is the average on a 5-point scale from only one respondent per school - the faculty, staff and/or student group that attended the program. The criterion for the rating was not how well the conference was conducted, but the degree to which it had a lasting result at the institution upon returning home.

Table 3.9

Degree of Impact of SCC Seminars and Workshops

Name of Seminar or Workshop	Number of Schools Represented	Rating (5 pt. scale)
On-Campus Coordinator Workshop (Asheville)	48	3.35
On-Campus Coordinator Workshop (Tanglewood)	44	3.48
Workshop: Action-Oriented Planning	11	3.64
Seminar: Planning	3	4.00
Workshop: MIS: Student Info.	16	3.31
Workshop: MIS: Financial	11	3.27
Seminar: Budget Mgmt. & Methods	8	3.75
Seminar: Marketing Principles & Strategy	22	3.14
Workshop: Recruitment/Retention (With CASC)	27	3.41
Workshop: Admissions Mgmt.	17	3.53
Workshop: Public Relations/Development	11	3.55
Workshop: Implementing Curriculum Change	3	3.38
Workshop: Course Design & Modules	5	3.80
Seminar: Student Learning Patterns	6	2.67
Workshop: Planning for Faculty Development	5	3.80
Seminar: Faculty Evaluation	12	3.33
TOTAL	254	

The programs proposed to impact on enrollment (recruitment/retention, marketing principles and strategy, and admissions management) were attended by the highest number of representatives, 27, 22 and 17 respectively. A total of 254 schools were represented at 16 conferences for an average of 15.9 per meeting or for an overall 30% representation by the consortium colleges. Of the sessions attended by representatives from 10 or more schools, the action-oriented planning workshop received the highest rating, 3.64.

Estimated Time Commitments by College Personnel

The purpose of the third part of the section on institutional and project statistics was to obtain estimates of the time committed to the SCC project. Key personnel at each of the 54 participating colleges were asked to estimate the number of person-days (8 hour days) they invested during 1977-78. The presidents, vice-presidents and deans, staff, faculty and students were then requested to estimate the percentage of that time utilized for general project purposes and for efforts in each of the areas. The mean values for these responses are recorded in Table 3.10.

Table 3.10

Estimated Time Commitments by College Personnel per Institution

	President	Vice-Presidents and Deans	Staff	Faculty	Students
Total Person Days	21.5	39.3	80.9	60.5	29.6
General Purposes	25%	14%	8%	24%	13%
Planning	34%	25%	16%	24%	21%
Management Information Systems	7%	6%	18%	5%	4%
Fiscal Management	4%	4%	3%	0%	0%
Marketing	4%	4%	5%	4%	4%
Recruitment and Admissions	5%	7%	16%	7%	7%
Retention	4%	10%	11%	15%	19%
Financial Resource Development	7%	2%	2%	0%	0%
Curriculum Development	3%	10%	10%	23%	11%
Student Development	1%	6%	5%	4%	16%
Career Development	0%	2%	2%	3%	2%
Faculty Development or Evaluation	3%	7%	3%	9%	3%
Administrative Development or Evaluation	3%	3%	1%	1%	0%
TOTAL	100%	100%	100%	100%	100%

Unlike all other computations for this evaluation, these means were calculatd on the basis of 54 "responses" with a non-response receiving the value "0". In all other cases, a non-response was excluded from the computation. This was done in order to provide a general statement of how time was spent by the universe of all presidents, etc., (total time thus adding to 100%), rather than to give average estimates only for those presidents who invested time in each area (total time for presidents would have been 212.8%). For example, 37 presidents committed 43.9% of their project to planning. But, their total amount of time would yield an investment of only 34% (the value used in Table 3.10) of all the time invested by presidents for SCC purposes. Those that did respond estimated that their total person-day commitment was 23.7 (presidents), 45.1 (vice-presidents and deans), 91 (staff), 71 (faculty) and 40.9 days (students).

Presidents spent most of their SCC time planning (34%) and attending to general purposes (25%). They more than any others that were sampled, invested time in financial resource development and fiscal management. Vice-Presidents and Deans gave primary attention to planning (25%), general purposes (14%), retention (10%) and curriculum development (10%). The staff was the only individual or group to spend more time doing an activity (an 18% investment in MIS) other than planning (16%). They also invested considerable efforts into recruitment and admissions (16%), retention (11%) and curriculum development (10%). Beyond planning, the faculties carried out SCC related activities in the areas of curriculum development (23%) and retention (15%). The faculty also contributed more than any other group to faculty development or evaluation programs (9%). The active role by students (29.6 person days) was distributed among the areas of retention (19%), student development (16%) and curriculum development (11%). Besides the planning time that is central to general success, retention and curriculum development were the two areas that were given the most time collectively by all parties.

Technical Assistance Projections for 1978-79 and 1979-1980

The purpose of this section of the survey was to identify the probable areas of technical assistance concentration for the final two years of the project. This kind of assessment is particularly appropriate at the midpoint of the 4-year project because most of the schools have developed accurate plans based on familiarity with their own strengths and weakness and with the technical assistance offerings. Respondents were asked to indicate their probable areas of primary and secondary involvement for the 1978-79 and 1979-80 years and for each area selected to indicate whether the involvement would be a new activity or a continuation of one already enacted.

The results of this survey suggest to the SCC staff that the heaviest planned usage of technical assistance for 1978-79 will be in the areas of retention and recruitment/admissions. These two activities will continue to be the primary areas in 1979-80. Administrative development and/or evaluation will be the largest area of "new" demand for both of the coming years. As projected, there will be 22 new users in this area. Also, over one-half of the student development users in 1978-79 will be first-time consumers. Planning and M.I.S. will involve the most regular participation in technical assistance activities over the next year with 24 and 23 schools continuing respectively. Table 3.11 provides the 2 year projections for all of the 12 areas.

Table 3.11

Composite Technical Assistance Projections for 1978-79 and 1979-80

	1978-79				1979-80			
	Primary	Sec.	New	Cont.	Primary	Sec.	New	Cont.
Planning	15	14	2	24	12	17	1	25
MIS	18	14	6	23	12	17	2	27
Fiscal Management	7	8	6	7	6	12	2	11
Marketing	13	11	8	13	10	12	3	17
Recruitment/ Admissions	23	6	7	20	17	11	2	22
Retention	25	10	9	22	15	16	1	26
Financial Resource Development	17	4	8	11	12	9	2	16
Curriculum Development	12	10	8	14	11	7	2	13
Student Development	11	6	9	9	12	8	3	16
Career Development	5	6	4	8	11	5	4	9
Faculty Development and/or Evaluation	6	13	8	12	9	9	2	15
Administrative Development and/or Evaluation	3	14	11	7	12	13	11	12
SUBTOTAL 1978-79	155	119	Subtotal 1979-80		139	136		
TOTAL 1978-79	274		Total 1979-80			275		

KEY:

- "Primary" is the number of schools that have selected the listed technical assistance activity as their preferred activity.
- "Sec." is the number of schools that will seek assistance in the listed area with less than a primary committment.

KEY (Cont'd)

- "New" indicates that technical assistance will be initiated for the first time during that year
- "Cont." indicates those schools that will continue to seek assistance in the listed technical area.

As was the case for Tables 3.1 - 3.7, interpretation of this table must include the consideration that participation by a school in any activity is contingent upon its unique needs and its priorities for them, i.e., these figures are not comparative measures of the value of the workshops or T.A. areas. With this perspective, the first row (planning) may be interpreted as follows:

15 colleges will invest primary emphasis on planning in 1978-79 while 12 will do so in 1979-80.

14 colleges will seek some level of secondary commitment to planning in 1978-79 and 17 will do the same in 1979-80.

2 colleges will receive technical assistance in planning for the first time in 1978-79 and only 1 more school will commence activity in this area the following year.

24 colleges will be continuing with technical assistance in planning next year; 25 will complete the program by continuing with technical assistance in this area in 1979-80.

Interpreting the table in this way, it can be seen that although the emphasis will shift from predominately primary involvement in 1978-79 (155 as compared to 119 colleges projecting secondary activity) to an even commitment in 1979-80 (139 and 136), the total projected use of technical assistance will remain stable over the final 2 years of the project (274 colleges will use the services of the SCC technical assistance staff in 1978-79 and 275 will do the same in 1979-80). In other words, the 54 schools average a projected use of technical assistance in 5.1 areas per year.

SECTION 4

Institutional Health

This section of the evaluation examines the health of SCC institutions by looking at their enrollment and financial conditions over a three-year period, two years before SCC and one after SCC involvement began.

To a great extent, this section investigates the bottom line of SCC influence. If these schools are to become independently viable in American education, they must show health in these basic areas. This section assesses the extent to which SCC institutions have changed, both individually and as a group.

Six Indicators of Financial Health

Since one purpose of Title III is to improve the viability of colleges, it is important to examine the current status of the institutions. For a college to continue serving its students and community, it is necessary that the colleges have "financial health". While financial health does not have a universally accepted definition, there are a number of enrollment and financial indicators that have been reliably used to indicate financial health. From the 1976-1977 and 1977-1978 SCC survey data, 6 of these reliable indicators can be constructed to provide such a perspective. Each of the 6 has meaning separately. More importantly, the indicators may be grouped for more meaningful interrelated analyses.

Stable or increasing enrollment is considered important for financial health. Demographic analyses have, however, forewarned the higher educational community with regard to decreasing enrollment projections. Ameliorative action remains possible if this demographic information is used for policy and program implementation before the problem causes overwhelming economic and political pressure. The Temporary State Commission on the Future of Postsecondary Education (Farmer, 1977) developed such a criterion when they considered a decrease in excess of 5% annually to be a partial indication of lack of financial health. Institutions which had a higher enrollment decrease either had financial difficulty or were judged, as a group, by the Commission as having lowered the quality of education. The group included the City University of New York. Considering national enrollment trends, the 5% decrease in "headcount" can also be used as a fair criterion for the evaluation of SCC schools. Individual and aggregate enrollment trends, however, provide more useful data for policy development when they are analyzed along with financial indicators.

The most direct way to combine enrollment and financial figures as an indication of the financial condition of colleges and universities is to construct the ratio of education and general expenditures per student. This was one of 6 indicators employed by the New York State Commission. By comparing the college's annual expenditures per student with its own base-year values, this ratio can be used as a proxy for its changing quality of education or for control over financial expenditures. Without an extraordinary event, increases of more than 10% plus inflation may be the sign of poor health. By comparing the college's current per student expenditures with other schools, two additional uses can be generated. If the cost per student is considerably higher than others (more than 20%), then the program costs may well be out of control. On the other hand, if the ratio is considerably lower than others, then not enough resources are being generated for instructional costs. While this criterion is useful to identify long term financial or quality of instruction problems, for a specific year or institution there may be a reasonable explanation for an abrupt shift in the expenditure pattern.

As an example, the evaluators are aware of one SCC school which showed a justifiable increase in per student expenditures this year. After careful planning, this college began implementation of several new programs which increased its expenditures considerably, causing the cost per student indicator to point toward financial distress. But rather than indicating possible financial or instructional problems, this institution's planned expenditures, based on thorough market analyses, indicate sound management. For SCC colleges then, the evaluators identified schools with possible financial problems, fully realizing that those familiar with the unique situation at each school will be responsible for determining the validity of the indicator.

Fluctuations in expenditure per student can be compared with changes in headcount and "education and general expenditures as a percent of education and general income" to obtain a more holistic indication of health. This latter ratio is similar to "profitability" in a typical business organization. It is simply an index of whether the educational budget is expressed in red ink or black. The Virginia Polytechnic Institute and State University Study (Andrew and Friedman, 1976) of small liberal arts colleges illustrates this basic point. A review of budgets for demised colleges showed an average value of 1.066 for this ratio, more expenses than income, while the live colleges operated at an average level of 0.952. For purposes of reviewing budgets of SCC schools, an institution may be financially distressed if expenses exceed income either consistently for a long period time (more than 1.0 for all three years surveyed in this case) or significantly for a single year (more than 1.05).

So, a college may go from red ink to black by increasing the enrollment, but may also go over the 10% annual increase in expenditures per student. Considered separately, this activity may appear to produce two positive signs and one negative (large annual increase in program costs per student). Viewed collectively, however, such an occurrence would be welcomed as an across-the-board improvement for all three considerations.

The ability of an institution to change its income is dependent upon tuition and fees. Tuition and fees are the only sources of income directly controllable by the institution. If a school needs substantially more income, it can raise tuition and fees. Yet it may be constrained if tuition and fees are high compared to other institutions. To represent the role of tuition and fees in financial health, two other indicators may be constructed. First, the ratio of tuition and fees divided by E & G income indicates the percentage of educational resources that is supplied by the student. This percentage was of major interest to the First Albany Corporation when they evaluated bonds and notes of the State of New York Dormitory Authority (1971). A figure of 80% or more indicates that an SCC school is relying heavily upon their students as financial resources. Second, tuition and fees as a percent of student aid income can indicate the balance of income sources. As reported in Change (1976), the New Jersey Commission on Financing Postsecondary Education computed a national mean of 15.663 for this ratio. A value of 20 or more could be considered a danger sign since students would then be directly assuming more than 95% of the student-related income for the institution. This ratio is increasing with federal and state student financial aid programs which fund students directly and students in turn pay the tuition and fees.

Finally, "student aid expenditures as a percent of student aid income" can indicate the degree of successful management of student financial aid. The National Commission on the Financing of Postsecondary Education (1973) used this as one of their 4 financial indicators. Demised colleges in the VPI study spent at a rate of 18.337 per dollar of income while live colleges stabilized at a value of 3.865. Based on these particular findings, a value in excess of 5.0 was selected as an indication of lack of financial health for the SCC schools.

Besides the problem with analyzing single indicators in isolation, there is one additional weakness of financial indicators. Many times a specific action taken by an institution to improve its financial health may give a false indication. For example, an institution may discontinue a very expensive graduate program. The decrease in enrollment would give an indication of financial distress though the action is likely to improve the financial condition of the institution. Thus, financial indicators may be used only as partial signals of overall institutional health. It is important that the user of these indicators be aware of institutional plans and the environment before making any judgement.

Table 4.1 summarizes the 6 indicators to be used in this study along with the corresponding values selected to indicate lack of financial health for a single institution.

Table 4.1

Selected Indicators of Financial Health for SCC Schools

(Short Term Criterion for Lack of Financial Health for a Single Institution)

Enrollment

Headcount 1975-1977 (more than 5% annual decrease)

Finance

Education and General Expenditures/Headcount (more than 10% + inflation annual increase)

Education and General Expenditures/Education and General Income (more than 1.05)

Tuition and Fees/Education and General Income (more than 80%

Tuition and Fees/Student Aid Income (more than 20)

Student Aid Expenditures/Student Aid Income (more than 5)

It must be kept in mind that although these indicators are described individually, all 6 must be evaluated holistically by those familiar with the unique situation at each institution.

Despite the caveats, the use of financial indicators does provide a framework for displaying data which facilitates judgements which must be made about the financial health of SCC schools. The evaluators emphasize that they do not intend these indicators to be taken as absolute measures of institutional health. Rather, it is hoped that by providing SCC and institutional personnel with broad indicators of institutional strengths and weaknesses, the annual evaluation may serve as a planning vehicle for improving the viability of their schools.

Enrollment Trends

Enrollments for SCC schools increased more than those of similar schools as reported in two national surveys. From fall 1975 to fall 1977 the average enrollment of participating schools increased by 10 percent or 81 students. A larger proportion, 60%, of these additional students, an average headcount of 48.7 per school, enrolled after the first year of the SCC implementation. The mean headcount for fall 1977 was 922 students while the mean full-time equivalent enrollment was 794. The 5.6% increase from fall 1976 is well above the 2.6% increase reported by the National Center for Educational Statistics (1978) for all institutions and the 3.9% addition for private four-year colleges. This 5.6% increase may also be compared to the 2.1% aggregate percent change for all colleges and universities obtained in the selected sample survey of the National Association of Independent Colleges and Universities (Minter and Fadil, 1977). Thus, the SCC colleges as a group have increased enrollments following the first project year.

N.A.I.C.U. also differentiated enrollment gains for institutions above and below 1000 students. Table 4.2 shows the comparisons between the schools surveyed by N.A.I.C.U. and SCC schools.

Table 4.2

Aggregate Percent Change for Total Headcount: Fall 1977

By Size of Institution

Size of Institution	N.A.I.C.U. Sample	SCC Schools
Below 1,000	-1.9%	6.6% (N=39)
1000-2500	5.3%	4.1% (N=15)

The 39 schools below 1000 students increased their enrollment by 6.6% or 46 students while the 15 schools already established between the 1000-2500 range realized a 4.1% increase in fall 1977.

It may be argued from this finding that the impact of technical assistance by the Small College Consortium staff is more readily apparent in the smaller schools, those below 1000 students. This finding is consistent with the hypothesis that smaller schools would choose technical assistance in the area of enrollment development, retention and financial aid planning, M.I.S. and evaluation which also focused heavily on enrollment development.

Also this argument fits the hypothesis that change permeates more quickly through smaller institutions and may be seen more readily within one year. A more in-depth examination of enrollment changes for the individual schools can illuminate these potential explanations.

Seventeen of the schools that invested significant effort to match technical assistance in the area of enrollment development during the first year of the project had enrollments of less than 1000 students in fall 1976. Table 4.3 shows that 10 of those 17 increased their headcount (1 stayed the same).

Table 4.3

Individual College Enrollment Changes (Fall 1976 to Fall 1977)

By Size of Institution

Size	Decrease in 1977	Increase in 1977
Below 1000	6	10*
1000-2500	1	2

*1 school below 1000 stayed the same

Of the fifteen schools that suffered enrollment declines the year before their participation in SCC, 9 sought technical assistance in the area of enrollment development during the first year of implementation. Four schools receiving technical assistance were able to reverse the enrollment decline of the previous year within only one year. Table 4.4 illustrates the relative success of the 15 schools within this one year by technical assistance investment and by size.

Table 4.4

Success in Reversing Enrollment Declines by Technical Assistance

by Size of Institution

Size	With Technical Assistance		Without Technical Assistance	
	Decline Continued	Decline Reversed	Decline Continued	Decline Reversed
Below 1000	4	4	1	1
1000-2500	1	0	1	3
OR				
Below 800	2	3	1	1
800-2500	3	1	1	3

Although there is not evidence to show a causal relationship between technical assistance and success, (of the 6 schools with T.A., 4 reversed their declines), there is some indication that the smaller the school, the greater the impact of technical assistance within the first year. Fifty percent of the schools below 1000 that received T.A. in enrollment development and 60% of those below 800 were successful in reversing enrollment declines. Although the number of schools in this subset is small, there are additional ways to potentially account for such a positive impact.

There were 15 schools that showed a decrease in fall 1977 enrollment.[1] Eight of 15 schools exceeded the 5% annual variation considered by the

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[1] The 1977 evaluation states that "only nine schools showed a decrease in enrollment," but this was based on a response from only 41 of the 53 schools. With reports from all schools, the 1977 figures would indicate that 14 schools showed a decline in 1976-1977.

New York Commission to indicate lack of financial health. Since 3 of the 5 schools that had decreased by 5% or more in 1976 recovered upon receiving technical assistance in enrollment development (see Table 5), there are now 10 schools that indicate enrollment difficulties.[2]

Table 4.5

Indications of Financial Distress I
(Enrollment)
(more than 5% annual decrease)

Category	1976-77	1977-78
Number of Schools Indicating Distress	5	
Number of Schools		
Recovering from Distress		3
Remaining in Distress		2
Number of New Schools Indicating Distress		8
TOTAL INDICATING DISTRESS		10

Table 4.6 is an elaboration of a table (with the added column for the number of schools in 1978) presented in the SCC 1978-79 application for funding under the Aid to Developing Institutions Project.

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[2] The 1977 report stated that 1 school exceeded this level (N=41). Complete data indicate that there were five schools in this category (N=53).

Table 4.6

Enrollment Ranges for Participating SCC Schools

Enrollment Range	Number of Schools	
	1977	1978
200-599	14	15
600-999	25	17
1000-1499	13	20
1500-1999	1	1
2000-2499	1	
2521	—	1
TOTAL	54	54

After the first full year of the SCC program, seven of the 39 schools previously in the enrollment range below 1000 progressed into the 1000-1499 category. This development is significant in light of the discovery by Astin and Lee that an institution must have at least 1000 students to remain viable.[3]

Financial Health

The SCC institutions as a group have gained in financial health after the first full year of implementation according to at least 3 of the 5 financial indicators. Table 4.7 summarizes the changes between fall 1975 and fall 1977 for the selected indicators. It should be noted that although there were 54 schools participating from 1977-1978, comparisons were made for only those cases in which data were supplied for all three years. Consequently, the number of cases per indicator vary. Also, the real dollar value for the first indicator appears in the parentheses. This value was computed by establishing 1975-76 as the base year and then decreasing the actual dollar value by the higher education price index (Halstead, 1977) 6.4% for 1975-76 and compounded for 1976-77.

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[3] Source: Dr. Jack Rodgers, USOE, Office of planning, Budgeting, & Evaluation; personal conversation, 1978.

Table 4.7

Financial Indicator Summary 1975-1977

Averages for 55 SCC Institutions

Indicator	1975-76	1976-77	1977-78
1) Education and General Expenditures/Student Headcount (N=46) Actual (real)	$2655	$2717 ($2543)	$2742 ($2402)
2) Education and General Expenditures/Education and General Income (N=41)	1.03	1.045	0.983
3) Tuition and Fees/Education and General Income (N=40)	64.8%	65.8%	68.3%
4) Tuition and Fees/Student Aid Income (N=39)	12.75	13.53	16.76
5) Student Aid Expenditures/Student Aid Income (N=40)	1.950	1.983	2.280

Education and General Expenditures Per Student

Education and general expenditures decreased from 1976-77 to 1977-78 by an average of .67% per school or $15,865. Coupled with the 5.6% headcount increase, the first ratio (education and general expenditures per student headcount) indicates that SCC schools spent 141 real dollars less per student during the past academic year. It is likely that this does not indicate a quality reduction, but that the SCC schools as a group have improved their control over financial expenditures.

Comparing individual school expenditures to their previous costs, this ratio can identify possible signs of distress. From 1975-76 to 1976-77,4 schools increased by 16.4% or more (6.4% inflation plus 10% distress level). Two of these were also colleges that suffered enrollment declines, so only two were faced with acute control problems. Regardless, all four of these schools recovered upon receiving technical assistance from the SCC staff in the enrollment development and/or planning, MIS and evaluation areas.

Table 4.8 exhibits that from 1976-77 to 1977-78, 9 other schools increased expenditures per student by more than 16.4%. Two of the 9, however, enjoyed sizable increases in enrollment that significantly increased revenue for E & G purposes. Another two increased expenditures per student while decreasing expenses related to income (less than .95). Unless there were other sudden expenses or decreases in income at these schools, it appears these expense increases are also positive signs when viewed collectively with headcount and expenditures per income. Three colleges showing increases did so because of significant declines. Thus, it may be said that using intra-institution comparisons and multiple indicators, only two colleges have a major expenditure control problem while three others have possible expenditure problems linked directly to enrollment status. Since these schools have received technical assistance in planning, MIS and evaluation, Consortium personnel may want to look for less obvious explanations of these sudden shifts in expenditure patterns.

Table 4.8

Indication of Financial Distress II:
Increased E & G Expenditures Per Student (more than 16.4% pe year)

Category	1976-77	1977-78
Number of Schools Indicating Distress	4	
Number of Schools		
Recovering from Distress		4
Remaining in Distress		0
Number of New Schools Indicating Distress		9
TOTAL INDICATING STRESS		9

Inter-institutional comparisons can identify colleges that have costs per student that are excessively higher or lower than the average (more than 20% + inflation). The number of schools that spent considerably more than their peers decreased from 4 in 1976-77 to 2 in 1977-78. Since these two colleges are the same ones that spent 16.4% more in 1977-78 than they did the year before (see above), it is safe to assume that it is a problem of control that must be re-evaluated from a broader perspective.

Costs per student that were excessively lower than average (more than 20%) were identified for 14 colleges in 1976-77 and for 11 colleges in 1977-78. Whereas these figures appear to represent solid trends (rather than acute shortages), they may be used more for long-range resource planning than for emergency assistance.

Education and General Expenditures Per Education and General Income

Education and general income increased by 6.6% per school or $152,584. From this change and that noted above for the first ratio, it is apparent that the change from 1.045 to 0.983 for the second ratio (E & G expenditures/E & G income) is a positive indication. The schools moved from an E & G deficit to an excess in this area. These figures concur with the findings of the VPI study of small liberal arts colleges. Small College Consortium institutions have as a group made a long stride toward colleges and universities in the mainstream along this important continuum.

Remarkable improvements from red ink to black have been accounted by fifteen individual schools. Table 9 shows that in 1976-77 not less than 22 colleges exceeded the 1.05 ratio indicating an acute deficit. In 1977-78 there were 7 schools beyond this arbitrary alert index, only 3 of these being new cases. This can be partially explained inasmuch as only 6 schools reported decreased E & G incomes for 1977-78.

Table 4.9

Indications of Financial Distress III A:
Increased E & G Expenditures Per E & G Income (more than 1.05)

Category	1976-77	1977-78
Number of Schools Indicating Acute Distress	22	
Number of Schools		
Recover from Distress		18
Remaining in Distress		4
Number of New Schools Indicating Distress		3
TOTAL INDICATING ACUTE DISTRESS		7

Chronic deficits (more than 1.0 for each year reported) were encountered by 24 member schools in 1976-77. By the time SCC reached full operation in 1977-78, 16 of the 24 schools had recovered from their downward trend (see Table 10). Since some schools fall into both categories, there are 11 schools that face either short-term or continuing E & G deficits. As this figure represents one-fifth of the total number of participating schools, it behooves the SCC staff to determine whether or not there is true financial distress in each case or if other sources of income easily counter the indicated losses.

Table 4.10

Indications of Financial Distress III B:
Increased E & G Expenditures Per E & G Income

Category	1976-77 (Two years above 1.0)	1977-78 (Three years above 1.0)
Number of Schools Indicating Chronic Distress	24	
Number of Schools Recovering from Distress		16
TOTAL REMAINING IN CHRONIC DISTRESS		8

On the whole, these Title III institutions are managing to cut E & G expenditures while meeting them with increased income. It may be argued, according to a traditional perspective, that these cost reductions merely decrease educational output or quality. Minter and Bowen (1977) found, however, that for colleges and universities in general this hypothesis simply was not the case. They found that schools were not substituting lower faculty instruction costs by decreasing faculty salaries, or increasing the size of classes, etc. Rather, faculties began teaching more classes with fewer students per class.

Tuition and Fees Per Education and General Income

Income from tuition and fees increased for all of the 46 schools that estimated income for the 1977-78 academic year. The net increase from 1976-77 was 13.4% or $211,124. Consequently, the ratio of tuition and fees as a percent of E & G income for schools in the Consortium increased 2.5% from 65.8% to 68.3%. These figures are comparable to the 65.1% ratio that represented the healthy small colleges in the VPI study.

A look at individual surveys reveals that 9 schools went over the 80% mark that has been considered to be a distress signal for institutions of this type (see Table 4.11). By 1977-78, 4 of these schools managed to reduce their ratio below 80% while one other can be considered free of this more dependent classification because its ratio increased following a large increase in enrollment. Five additional schools in 1977-78 were added to the four that continued above 80%.

Table 4.11

Indications of Financial Distress IV:

(Tuition and Fees Per Education and General Income)
(more than 80%)

Category	1976-77	1977-78
Number of Schools Indicating Distress	9	
Number of Schools		
Recovering from Distress		5
Remaining in Distress		4
Number of New Schools Indicating Distress		5
TOTAL INDICATING DISTRESS		9

Tuition and Fees Per Student Aid Income

There was also an annual increase from 6 in 1976-77 to 8 in 1977-78 in the number of colleges which exceeded the value of 20 for tuition and fees as a ratio of student aid income (see Table 4.12). These increases, plus the increase in value for the groups' ratio from 13.53 to 16.76 indicate that SCC colleges may possibly be relying more heavily upon student payments as a source of income. (If the averages for this ratio were computed without the values for the three schools showing large increases, however, there would be an insignificant difference). If these high ratios and increasing trends are accurate, then over the long run these schools could be faced with financial strain since they also have a smaller endowment than most colleges and universities.

Table 4.12

Indications of Financial Distress V:

(Tuition and Fees Per Student Aid Income)
(more than a value of 20)

Category	1976-77	1977-78
Number of Schools Indicating Distress	6	
Number of Schools		
Recovering from Distress		2
Remaining in Distress		4
Number of New Schools Indicating Distress		4
TOTAL INDICATING DISTRESS		8

On the other hand, an increase in these two ratios may be appropriate if they occurred because of increases in federal contributions to student financial aid. It is not generally known if this is the case and the data available from this survey could not be used to discern the difference. Regardless, these indications are not a cause for concern unless such trends escalate.

Student Aid Expenditures Per Student Aid Income

The final ratio examined, student aid expenditures as a percent of student aid income, also indicates a positive development for the SCC schools (see Table 4.13). During the first year of implementation of this consortium the schools increase a mere 0.033 from 1.950 to 1.983. Following the first full year of the delivery of technical assistance, there was an increase of 0.30. The nine-fold increase for this dimension marks either a more efficient recycling of the federal loan funds or a positive utilization of each school's own resources. Only three schools exceeded the "distress" value of 5 and only one school approached the 18.3 value associated with demised colleges in the VPI study. This improved management can be traced to either the student financial aid office or the SCC technical assistance or both.

Table 4.13

Indications of Financial Distress VI:

(Student Aid Expenditures Per Student Aid Income)
(more than a value of 5)

Category	1976-77	1977-78
Number of Schools Indicating Distress	3	
Number of Schools		
Recovering from Distress		1
Remaining in Distress		2
Number of New Schools Indicating Distress		1
TOTAL INDICATING DISTRESS		3

SECTION 5

Project Management

The purpose of this survey was to identify changes in the structures and/or processes of the SCC project management. Consequently, respondents were asked to answer only those questions which would have a different answer this year. Twenty-seven of the fifty-four schools reported no such changes in the five areas.

Reported changes in the college's organizational structure for the project indicate that 50% of the on-campus coordinators reported directly to the President. The typical organization of the SCC committee is suggested by one school's Curriculum and Educational Policy Committee which consisted of the president, OCC, dean, three divisional chairmen, two chairmen of professional departments, librarian and three students representing each academic division. For each growth contract plan, then, a task force was established to analyze the need and to implement the recommended activity. One school reported that Consortium funds helped fund the position of Marketing Director who presided over the President's Council for Marketing and was responsible for the total college marketing program.

The On-Campus Coordinator approved most project expenditures. Requisitions were usually then sent to the respective business office for disbursements. Only in a minority of instances (large requests, "over $100") were presidents required by changed procedures to make final actions. Almost all reported changes of the manner of recordkeeping indicate a duplicate recording system in which the OCC verifies the business manager's ledger and vice versa. In one college, the OCC kept all records relating to the project. In another, the OCC kept a log of expenditures and activities and reported to the President periodically while the business office kept the ledger sheets.

Responses to the question concerning changes in the OCC selection process fell into two categories, naming the decision-maker(s) and describing the criteria. "Presidential appointment" dominated the former set of responses. An advisory board to the president was used in one school, an incumbent in the Office of the

Assistant to the President was named in another since "the job descriptions of both coincided" and in a third case, the Director of Marketing was hired as the natural link between the emerging goals of the college and direction facilitated by SCC.

The final part of this section requested a description of the internal continuing evaluation procedures and corrective measures used to assess and insure the success of the project. The range of responses spanned the full range of possibilities from annual to mid-year to quarterly to monthly to weekly reviews and from systematic, orderly processes to "only informal and frequent conferences with OCC and President of the College". One school reported the usage of organized feedback from students. The most systematic plans are reflected in the two following reports:

- The Four-year Growth Contract has been incorporated into the the five-year cyclic long-range plan. Consequently, objectives and activities are developed by the Long-Range Planning Team and reviewed by the Analytical Studies Team. Evaluation is continuous in this cycle.
- The OCC reports to the Academic Dean, one of the six executive officers. Changes in the planned activities are initially agreed upon by the OCC with the core committee and then reported to the Academic Dean as a change in the previously approved yearly plan. The Academic Dean has the authority to evaluate the plan as a whole and to approve changes in the plan during the course of the year. End-of-the-year evaluations are presented to the executive committee before the close of the fiscal year.

SECTION 6

Outcomes of SCC Involvement: Open-ended Responses

This section presents quotes from Presidents, OCCs, campus groups, and SCC staff personnel to open-ended questions pertaining to outcomes of SCC involvement. Questions of this type were included in order to provide the opportunity for those involved in the project to give descriptive, judgmental evaluations of SCC activities. Four of these were selected for analyses because they offer the opportunity for providing evidence either supporting or complimenting SCC impact found in other data.

Information contained in open-ended responses is different than that obtained by numerical responses to Likert scale or other types of hard data questions. The insights and impressions of persons involved in SCC activities often tend to express the personal meanings of institutional development. This experiential reporting provides conceptual understandings of SCC impact beyond that conveyed by hard data.

Two questions asked the respondents to list apparent outcomes which could reasonably be attributed to SCC involvement. One of these, asked of presidents, coordinators, campus groups, and SCC personnel, sought the single most apparent outcome to date of institutions' involvement with SCC. The second, asked of presidents, coordinators, and campus groups, asked them to list other outcomes associated with SCC involvement. The responses to these questions were very similar, differing mostly in degree of detail, that is, the single most apparent outcome at one school was likely listed as other outcomes for other schools. For this reason responses to these two questions are reported together with the quotations taken from replies to the first question.

The third question of special interest to the evaluators asked the campus groups to express their opinions of the adequacy of the federal grant in areas other than consultation and travel. This question was an expansion of a Likert scale question and they were reported together on pages

The fourth question was of utmost importance to the evaluators. By asking the campus groups to give evidence that institutional development has been implemented at their colleges, the richness of the SCC experience was captured.

The general methodology used for these open-ended questions was to analyze the content of a sample of all responses to each question in terms of type of activity and category of outcome. This process allowed the evaluators to select quotations for inclusion in this report which reflected the overall response pattern. Additionally, no school is quoted more than once; similar responses imply similar impressions among different colleges.

Most Evident Outcomes

Describe briefly but with a high degree of specificity the single most apparent outcome to date of your institutional involvement with the SCC. If a visitor came to your campus, what would you point out to him as having happened, at least in part, because of your being in the SCC?

List succinctly other outcomes which can reasonably be attributed to your involvement in the SCC.

PRESIDENTS

- 1977-78 has been a turbulent year on campus; in part because the college has attempted to face some issues related to steady-state enrollment: budget, tenure, liberal education, and the initiation of a cooperative education program. The SCC project provided expertise and perspective through the SCC to help the institution deal with these issues.
- The Student Services Center wherein one office is now the center for four previous offices: financial aid, accounts receivable, transcripts, student scheduling. Management information systems were inaugurated. Result - better service to students, less personnel, better morale among students.
- The emphasis and attention that is being given to institutional long-range planning has been increased due to [the college's] participation in the SCC. Planning for the years ahead is on the minds of staff, faculty and students. The true picture of projections for the future is becoming known to the [college] community. Planning is taking place in the areas of fund-raising, improvement of property and grounds, student services, faculty development and curriculum.
- The tracking system of students has been established and a program of addressing the high attrition rate has been clearly articulated.
- Our involvement with the SCC has both enabled and forced us to do some long-range planning which we would not have done without the support and encouragement of the project.

ON-CAMPUS COORDINATORS

- The single most striking accomplishment is the development of a comprehensive, inclusive, long-range planning process and the successful completion of the first planning cycle.

  While the need for some sort of annual planning was evident to many faculty and administrators the past few years, the SCC project through providing an OCC who came to coordinate the process, and workshops that enabled more people to learn what is involved in planning, played a direct role in enabling such planning to develop here at [the college].

  In addition, once top administrative support was achieved and the commitment made to go ahead with the first cycle, the SCC staff provided very helpful support and advice on how to mitigate several of the problems we encountered.

  In short, the SCC project and staff played a key role in both the initiation of a planning system and in a successful first run.

- An increase in retention is the single most apparent outcome; [the college's] retention during the academic year 1977-78 has improved by at least 2.7% in each class when attrition rates are compared with those of the preceding 4 years.
- The single most important outcome of the Small College Consortium was the "total" institutional focus on "educational" outcomes in terms of students' attainment and institutional goals. Activities were related to the modified competency-based curriculum, short and long-range planning process, management, budgeting and evaluating system, faculty development, student development, and resource development. As of this date, [the college] has not completely integrated its management information system and its modified competency-based curriculum.
- The existing curriculum has been evaluated and redesigned including change of course-credit system, improvement of field experience guidelines, reorganization of divisions, reduction of majors, and several other specific proposals are being considered by faculty committees.

ON-CAMPUS COORDINATORS (cont'd)

- To date the single most apparent outcome of our institutional involvement with the SCC is the reactivation of the Office of Institutional Research and the generation by that office of the institutional cost analysis as well as other information needed for accurate long and short-range planning and internal decision making.
- During this past year we were confronted with a slight decline in enrollment. This is a serious matter for all small colleges. It was therefore determined that our efforts should be directed toward student services which would promote a better student attitude and therefore improve our retention.

  Our retention rate between semesters has been the best that we have ever had and it appears that the retention between years will also be the highest on record. This is at least in part due to the effort and expertise the SCC grant allowed us to use.
- The single most important (if not apparent) outcome of the institution's involvement with the SCC is the accumulation of an unprecedented amount of institutional data. And that is exactly what we asked for when we applied for participation in the project. Several of our projects are still incomplete; but by the end of the fiscal year, we expect to have good factual information concerning the following:

  1) our primary, secondary, and tertiary student market and our ability to capture pertinent segments of these markets;
  2) consumer satisfaction among present students;
  3) compatibility between student expectations and faculty/administration goals;
  4) attrition patterns and causes for attrition;
  5) instructional program costs;
  6) student/faculty ratios and faculty productivity.
- The formation of the evening college. Where no evening college existed previously, we presently have 71 students enrolled in the evening program.

ON-CAMPUS COORDINATORS (cont'd)

- Creating an awareness on the part of many faculty and administrative staff that finding and retaining students is the name of the game. Marketing analysis personnel and student advisement personnel working at their specific tasks with teams of outcomes assessors, cost analysts and admissions experts is the single most important outcome of SCC activities this year.
- The most apparent outcome of our two year involvement is that in May 1978, [the college] faculty adopted our completed and revised General Education Model. If a visitor came to our campus, I could show him the timetable for general education revision which was adopted by our faculty at our fall conference September 1976; show him the log book which records core committee meetings, divisional meetings, faculty meetings devoted to the project, meetings with divisional chairmen, and one-on-one meetings of the OCC and individual faculty members, staff members, administrators, and students. This has truly been a demanding, and all-campus project. It is gratifying to now be able to move on to the second phase of our work as a developing institution.

All of this has come about directly because of our involvement with the Small College Consortium.

CAMPUS GROUPS

- The single most apparent outcome is awareness that [the college] can, and must, take steps to shape its own future. We are more conscious of the need to clearly define the uniqueness of our college and to develop the ability to market it in such a way as to attract a larger share of potential students, both traditional and continuing education. This has lead to more prompt and systematic attention to prospective students, development of a new advising program to improve retention, and an effort to assess how the college is viewed by our various constituencies as a basis for developing marketing strategies. Most fundamental perhaps is the emergence of a sense that within our campus community we have great human resources which can be engaged in discovering alternatives, exploring options, and making decisions about our future as an educational institution.
- Our new Core curriculum,which involves a freshman program in Comprehensive Liberal Studies and Critical Skills plus thematic courses at the upper level,is undoubtedly the one project outcome which has had and will have the most significant impact on the total institution. It was researched, developed, approved by the faculty, incorporated into the catalogue in record time and will be initiated for freshmen entering in the fall of 1978. SCC funds were used for faculty travel, participation in workshops, stipends for released time to develop course syllabi, purchase of books, etc.
- The single most apparent outcome of [the college] involvement in the Small College Consortium has been development of an improved planning process. A planning cycle has been worked out which provides for the choosing of annual priorities in the fall for the next academic year. The various divisions and departments of the college then proceed to develop detailed plans in line with these priorities. The planning process provides for wide participation in the development of plans. During the fall of the 1977-78 year each academic division was asked to develop its plans for the 1978-79 academic year. The associate

academic dean then developed a plan for the entire educational program area and presented this to the Academic Council for review and revision. As a result, a fairly detailed plan for the 1978-79 year was complete by the end of the 1977-78 year. This plan includes activities in curriculum development, faculty development, and facilities and resources development. It also suggests areas for study and investigation in planning for the 1979-80 year.

- A complete new curricular program (PLACE - Program for Liberal Arts and Career Educ.) was designed to attract a new clientele of non-traditional students through a curricular interface with the local technical school.

The initial "Image Study" which suggested the feasibility of such a program was conducted during the first year of SCC participation. During the second year (1977-78), five individual market surveys were conducted; a demographic study was completed; the design of the PLACE program was formed and approved by the Board of Directors; and a pilot enrollment of 12 students was permitted to test the operational dynamics of the program.

Specifically, the PLACE program allows transfer of technical school students who now hold either a diploma or an AA degree into [the college's] four-year degree programs after an evaluation and validation process. It is hoped that the potential market of 4800 technical school graduates will serve as an alternate pool of students in the declining 19-22 year old market.

- To date enrollment development. This was the most crucial problem. There had been 5 years of declining enrollment until last year.
- SCC involvement has been most significant in the area of faculty growth and development.
- [The college] completed the development of an annual planning cycle adapted to conditions on its campus and implemented a portion of that planning cycle as a field test to remove any practical difficulties that developed out of the planning for planning. In addition, the school used the same procedure in preparing the self-study for North Central reaccreditation.

SCC STAFF

- Retention Study and Strategy - Advising Handbook Curriculum workshop
- Changes and improvements in services to students primarily through the Student Development office
- Suspension of efforts in long-range planning in favor of concentrated attention on financial resource development
- Adequacy of Admissions Director
- Implementation of retention strategy
- Development of capacity for national visibility
- Retention planning and program
- Revision of the "core" interdisciplinary program
- Faculty Development campus workshops
- Review and major realignment of administrative personnel to achieve greater fiscal efficiency.
- A developing, institution-wide awareness of what comprehensive institutional development means

Evidence of Ongoing Development

In a few sentences, describe the evidence that comprehensive, integrated, ongoing institutional development is being implemented at your college

CAMPUS GROUPS

- The development is comprehensive and integrated because it is implemented primarily by the President and the On-Campus Coordinator, both of whom have a broad view of the college, its needs, and the inter-relationship of all areas of the institution. Primary areas of focus have been faculty development and long-range planning, both of which were begun prior to 1976; and MIS and administrative development which assist the college in dealing with growth and with needs of new administrators. These areas, especially MIS and long-range planning, affect every area of the institution.
- There is a more systematic approach to institutional management. Both administration and faculty are involved in active development programs.
- This is most evident in our 1978-79 SCC proposal. This document outlines the implementation of an integrated Planning, Resource Development, and Fiscal Management Program.
- Implementation of the "Dimensions of Enrichment" five-year plan; establishment, and agreement on, goals pertaining to every facet of institutional operation.
- The plans developed by the Long Range Planning Committee have filtered from the grassroots up through the Board of Trustees with almost everyone involved. The institution is following up on these plans with several actions among those being the Heritage and Horizons Campaign.
- The development of a mission statement was basic to the rest of the concerns and activities. A definite effort is being made to relate curriculum, student services, advising, etc., to the mission of the college. A specific example: the mission statement speaks about the career orientation of the college. The

CAMPUS GROUPS (cont'd)

curriculum is being re-evaluated in view of this and other statements. A Career Counseling and Job Placement Office is being established. Advising is being reviewed.

- The growing edge for our institution is new and revamped programs which express in fresh ways the purposes of the institution within changing environmental constraints. Orienting our faculty growth, planning and MIS around program development provides a focal point for integrated, comprehensive change.
- The long-range plans of the college are the basis on which all programs and policies are implemented or changed. Any developmental programs must be proven to add to the long-range institutional goals. The increase in enrollment, cut in attrition, increased fund-raising all add to the long-range goals.
- Institutional research within our MIS is helping us look systematically at a whole series of areas in diverse sections of the college and improving these as we study them.
- It has been recognized that our 3 areas of concern - retention, curricular reform and faculty development - are all interrelated to the purpose of the college and current discussions and issues before various committees no longer attempt to deal with one to the exclusion of the others.
- Planning involves every facet of the college. Continuing Education programs rely on college personnel for initiation and some of the instruction. Students, faculty and administrators are all involved in recruitment and retention efforts.
- Our studies in Management Information Systems, Instructional Cost Analysis and Curriculum have involved several administrators, faculty and students. As a result of this involvement we sense a deeper, clearer sense of mission rippling through the college community. Having been touched by the spirit and ideals of

CAMPUS GROUPS (cont'd)

SCC personnel, these people are in turn quietly and persistently influencing others in the institution.

- Long Range Planning has contributed greatly to the goal setting and planning for increasing enrollment.

  A yearly review of long-range planning for institutional development by faculty and administration indicates that the above is true.

  A yearly review of Long Range Plan by a joint effort of administration/staff and faculty takes place at a full-day workshop in May.

- All departments of the college set on the Committee for Marketing, providing input from each area including Admissions, Retention, Financial Aid and External Communications. The total college has supplied input for a three month market analysis which includes surveys from present students, faculty, administration and high school seniors. The analysis report will be presented in late April to the total college community for evaluation and discussion. This report will serve as the basis for the Admissions and College marketing plan.

- Twenty-nine units within the institution prepared unit plans. These included academic, student services, maintenance and administrative units. Planning covered activities, staffing, facilities and equipment, and budgets. Thus, it was comprehensive. We are not satisfied that it is yet integrated.

  In retention we have worked on a program that could potentially involve most college employees. Here, too, development is comprehensive.

- Concern for students and broad student involvement are important in every area of the college. Cooperation between student development and academic people is vital. Our efforts have moved along all fronts to achieve comprehensive student development and to integrate it into the total life of the college.

CAMPUS GROUPS (cont'd)

- Office "walls" are beginning to break down; some lines of communication are opening. Student involvement is increasing; administrators are more aware of the extensive ramifications of seemingly minor decisions. Faculty, staff and students close to the project are excited about progress and prospects for the future. On-campus staff communicate regularly with a broad range of people.
- The college is beginning a self-study for North Central evaluation. The self-study has been integrated into the ongoing planning process of 1975-77. New programs are being established and some programs have been cut. There have been strong efforts to bring the budget into balance through faculty decreases and improvement of development efforts. There has been a campus-wide effort to use facilities more completely.
- The attitude of the people at our college reflects a sense of movement, growth, development. We now have revised our general education model, there is new formulation of institutional objectives and planning and the institution is experiencing a healthy growth. Individuals are also experiencing personal growth.
- Priorities are being established. Institutional research is being done and used. The curriculum is undergoing revision.

SECTION 7

Conclusions and Recommendations

This section of the report presents the conclusions and recommendations in categories relating to the objectives of the evaluation:

- the perceived impact of the project;
- the effectiveness of the project staff;
- the adequacy of the budget available to each college;
- the degree to which comprehensive, integrated ongoing development has taken hold;
- the extent to which the colleges are changing with respect to selected quantitative criteria;
- the needs, both quantitative and perceived, regarding future activities.

Conclusions and recommendations reflect the professional opinions of the evaluators' holistic review of the evidence contained in the preceding sections. It is their hope that conscientious reflection of SCC strengths and weaknesses by involved personnel will facilitate positive actions.

THE PERCEIVED IMPACT OF THE PROJECT

According to those campus personnel involved with SCC,the project is having substantial impact. The schools are making more progress in achieving their goals this year than last, with Title III projects in general and SCC in particular contributing significantly to this increased progress.

The real value of SCC is that it is seen as a catalyst of change; a facilitative force that moves schools from the cycle of maintaining activities into the creative spiral of comprehensive, integrated, ongoing development.

At the conclusion of two years of SCC involvement, campus personnel see SCC as a comprehensive agent of postive change. The member institutions have made extensive use of SCC technical assistance with plans to increase this usage over the next two years.

With the competent assistance of SCC staff, many new practices have become established operating procedures on the campuses. Crisis intervention, student service centralization, tracking systems for addressing retention problems, institutional long-range planning, and major curriculum improvements were among the accomplishments that campus persons linked directly with SCC. Sophisticated, realistic changes such as these have certainly helped these institutions to move toward the mainstream of American education.

Conclusion 1

SCC has been well received by the presidents, OCCs, and others involved in campus activities. As reported by the presidents and OCCs, the institutions are achieving more of their objectives now than they were before SCC involvement. Further SCC activities play a substantial role in this increased growth.

Recommendation 1

As peoples' perceptions of SCC influence how they behave toward the project, SCC should attempt to have positive relationships with all campus personnel. To help, the schools should which rated SCC low on the composit scores can be identified in Appendix B.

Conclusion 2

The growth plan prepared annually by each college seems to be more of a formal document than a real project management guide.

Recommendation 2

SCC and campus personnel should discuss the real intent and uses of the growth plan. It should accurately represent what the colleges will be working toward during the project year.

Conclusion 3

Several colleges expressed the desire for more technical assistance on campus. At the same time, the practice of inter-campus visits by college personnel seems not to be productive.

Recommendation 3

SCC Should consider changing the inter-campus visit policy for college personnel, allowing colleges to use those funds for increased technical assistance travel.

THE EFFECTIVENESS OF THE PROJECT STAFF

The SCC project staff is the cornerstone of SCC. Their abilities won the approval of campus personnel in terms of both what they do and how they do it.

The staff received the highest ratings given by both the presidents and the on-campus coordinators. These ratings praised the value of the SCC management compared to other consortia projects, the service of the staff, the usefulness of staff advice, of the advisor and of the staff in their role as technical assistants. In addition, the faculty, staff and/or student groups confirmed the overall opinion that the project advisors have assisted the institutions in positive ways.

That the staff is dedicated and enthusiastic somewhat overshadows the opinion of some college people that they are also spread a bit too thin. Several respondents would like staff members to have more flexibility in their schedules; to be more accessible when immediate technical problems arise. This is especially important on those campuses which depend on this external expertise to justify changes in planned activities.

Conclusion 1

SCC staff have done an excellent job of operationally defining institutional development. They have clearly identified the skills and abilities required for an institution to become more fully developed.

Recommendation 1

SCC should apply to USOE for additional funds to cover the documentation and dissemination of their institutional development conceptual schema.

Conclusion 2

SCC deals with each member college in an individualized fashion. The expectations for institutional change accurately represent institutional situations.

Conclusion 3

SCC staff have facilitated the strengthening of institutional weaknesses. Technical assistance has been provided that helped institutions successfully address specific problems.

Recommendations 2 and 3

Because of the overlapping nature of SCC technical assistance, it is impossible to determine which activities are addressing which problems. It is recommended that SCC more clearly document the expected outcomes of specific technical assistance activities.

It is further recommended that costs of technical assistance activities be related to outcomes, providing for cost/benefit analyses of institutional change.

THE ADEQUACY OF THE BUDGET AVAILABLE TO EACH COLLEGE

In total, SCC expends about $30,000 per institution, $27,778 of which is derived from the Title III grant. This is considerably less than the average BIDP Title III grant to single institutions, $250,000. It would be expected that major complaints would be expressed about the adequacy of this grant for achieving institutional goals, but this was not the case.

In the opinions of the respondents, the grant was moderately adequate. Many activities were accomplished that would have otherwise gone undone: personnel were trained; new procedures implemented; major assessments were carried out, the results of which formed the basis for additional growth activities. From the data it was found that real, measurable, visible changes have taken hold for what was of relatively little cost to U.S.O.E.

As evident in the open-ended responses of the campus groups (see page), complaints about the adequacy of the grant were dependent upon each schools implementation policy. Many colleges expressed the need for additional funds in the small budget categories such as supplies or telephone, but with little between school agreement. Perhaps an unrestricted $1,000 per school could help each school more completely meet its individual needs.

The desire of many respondents to have more travel funds can possibly be satisfied through long-range planning. SCC should adopt a policy of scheduling travel using the abundant air fare discounts now available. The resulting 40% to 50% decrease in costs should make additional trips possible. This policy, of course, would require precise long-range planning on the part of many people.

Conclusion 1

SCC is very cost effective, affecting institutional growth at much less cost per college than other Title III projects.

Recommendation 1

SCC should document to USOE the cost of specific growth activities, in terms of both grant dollars and uncovered institutional dollars. This could be used by OE personnel in establishing guidelines for other Title III implementations.

Conclusion 2

The flexibility of SCC budget items works to the advantage of the member institutions who are aware of this feature.

Recommendation 2

This budget flexibility should be communicated to all OCCs.

THE DEGREE TO WHICH COMPREHENSIVE, INTEGRATED, ONGOING DEVELOPMENT HAS TAKEN HOLD

Taken in sum, the evidence (Likert scale ratings, open-ended question respnses, and institutional data) clearly establishes that comprehensive, integrated, ongoing institutional development has begun at SCC colleges. Evidence was found not only of new and improved procedures, but also increased optimism and enthusiasm.

The commitment of the institutions to this process of change can be seen in the number of person days invested in the project at each institution -about 272. A wide variety of campus personnel have become involved in both planning and implementing project activities, indicating shared acceptance of institutional growth responsibilities.

In both open-ended response categories (most evident outcome and evidence of ongoing institutional development) and in the Technical Assistance Progress Evaluation, the respondents indicated that progress to date will facilitate continued progress in the future.

We stress that this opinion is more than just the activities associated with SCC. Rather, it is the increased abilities and dedication of college personnel that will continue after SCC itself ends.

Conclusion 1

Through SCC, member institutions have established new and/or improved management techniques; personnel have been trained in critical areas of institutional operations; feelings of optimism have been renewed.

Recommendation 1

SCC should begin now to encourage independence in colleges as they show evidence of comprehensive development. This must happen if the colleges are going to continue to develop after SCC ends in two years.

Conclusion 2

SCC has helped the colleges strengthen specific institutional weaknesses by providing focused technical assistance.

Recommendation 2

In realizing that it will end in two years, SCC should consider increasing its involvement on those campuses which have the most apparent weaknesses and where critical differences in viability may be effected.

THE EXTENT TO WHICH THE COLLEGES ARE CHANGING WITH RESPECT TO SELECTED QUANTITATIVE CRITERIA

Indicators of financial health that have been used successfully in other studies of steady-state and declining colleges were used to assess the current status of the SCC colleges as well as their progress after one full year of technical assistance. There was no attempt to develop a theory of indicators. A comprehensive view of the data for the schools as a group according to 6 indicators reveals that there are marked improvements in enrollment trends and noticeable increases for at least 3 of the 5 financial measures (it is not certain from the data whether the results for the other 2 indicators -- tuition and fees per E & G income and tuition and fees per student aid income-- reflect an over-reliance upon student tuition or the effect of state and federal student loan programs). These gains are significant in comparison with similar schools. Moreover, the changes signify a positive movement toward independence.

A view of the schools individually could suggest that in some cases -- enrollment declines, E & G expenditures per student, and tuition and fees per student aid income -- there are more schools in distress in 1977-78 than there were in 1976-77. These perturbations may result from planning and policy changes that the schools chose to implement.

In keeping with the intent of this examination of financial health, two points must be made. First, individual indicators may be invalid when viewed out of context of the whole set of indicators. Second, the indicators should only be viewed as preliminary information - no conclusions should be made without knowledge about the activities or intentions of the specific school. In some cases, what is considered to be universally distressful may be the unique activity or mission of that institution. Current research in the use of financial indicators should improve the indicators and the usefulness of their interpretation in subsequent evaluations.

General Recommendation

As the relationships between administrative strategies and financial indicators become apparent, it will be useful to identify the specific strategies being used. The SCC staff can help with the establishment of a model for institutional development by collaborating with both the campus representatives and the evaluators.

Institutional Health

Enrollment:

Conclusion 1

The provision of technical assistance in marketing, admissions and and retention directly or indirectly through MIS or planning activities, seems to have affected enrollments of SCC colleges as a group. Enrollment increases have been larger than comparable non-SCC schools. Also, the number of schools with enrollments over 600 increased from 15 to 22 within the first full year of SCC implementation.

Recommendation 1

The SCC staff may want to expand and market their seminars and workshops in the areas that support enrollment development to include other small schools in CASC or other Title III institutions.

Conclusion 2

Individually, 10 colleges may have enrollment difficulties based on a 5% annual variation (decrease) indicator.

Recommendation 2

The SCC staff advisor should confer with the On-Campus Coordinator to determine whether or not there are real enrollment difficulties and to evaluate their planning strategies in view of other financial health indicators.

Conclusion 3

It appears that changes can take place in an institution within one year. Technical assistance seems to be one way of attaining such an impact. Colleges with enrollments of less than 1000 appear to have realized results from technical assistance more readily within one year. Seven schools moved from the below 1000 enrollment category to above 1000. Also, smaller schools with significant enrollment problems were more able to reverse declines upon receiving technical assistance than those above 1000. This is understandable since change must permeate only one level of management (from administration to faculty) before becoming institutional.

For institutions with enrollment larger than 1000, these same results may appear, but may require a longer period of time. Studies of organizational behavior can verify that it takes longer for policies to become practices in larger institutions.

Recommendation 3

The SCC staff may pursue this hypothesis with more sensitive analysis of the organizational development process at schools with enrollments above and below 1000 students. If they can verify that this is true, it should be documented so that institutions may better understand the rate of operationalism.

Finance:

Conclusion 4

SCC schools as a group have noticeably improved their financial control over expenditures.

Recommendation 4

The SCC staff should re-evaluate cost controls for the schools that continued to have increases in expenditures per student and determine whether their change is one of real distress or an acceptable re-definition of the college's mission based on strategic planning. The SCC staff should review the activities of the 9 schools that had sudden increases in expenditures per student to determine if the increases were significant and how financial managment can be regulated. Finally, the 11 schools that have expenditures per student of more than 20% lower than their peers should consider strategic financial resource planning.

Conclusion 5

The most successful financial change reported was the group's elimination of deficit spending. Eighteen of 22 schools indicating acute financial distress and 16 of 24 colleges indicating continuing higher E & G expenditures than income recovered in 1977-78.

Recommendation 5

The SCC project staff would be wise to document the strategies used to move from red ink to black. These practices may then be applied to the 7 institutions that remain in acute distress and the 8 that have continued for three or more years to have an excessive E & G expenditure per E & G Income. The identification of other resources or transfer income used to compensate for these losses may also shed light on the financial managment of developing institutions.

Conclusion 6

It is not certain whether or not the ratio values for tuition and fees per E & G income and tuition and fees per student aid income are accurate indicators of financial health. Accounting changes may have caused changes for these values.

Recommendation 6

Nevertheless, the SCC project staff may want to investigate the extent to which the colleges are increasing the financial burden of students.

Conclusion 7

The 9-fold increase in student aid expenditures per student aid income indicates that the participating schools have more efficiently recycled federal funds and/or have more positively utilized their own resources. Only three schools seem to be inefficient in this regard.

Recommendation 7

Immediate attention should be given to the one school whose ratio resembles that of the demised colleges. Strategies of the more efficient schools should then be compared to the three schools that exceed the criterion.

Summary of Institutional Health

Conclusion 8

Whereas the indicators mentioned above may or may not separately and accurately indicate an overall lack of health, the combination of all indicators can be used to identify colleges that face financial difficulties.

Listed below are the case numbers for schools that indicate distress according to two or more ratios.

Table 7.1

Indicator Summary, Two or More Indicators

Case Number	Enroll-ment	E&G Expend-iture per Student	E&G Expend-iture per E&G Income	T&F Per E&G Income	T&F Per Student Aid Income	Student Aid Expenditure SA Income	No. of Indi-cators
32		X	X	X	X		4
2	X	X			X		3
16	X				X	X	3
19	X		X	X			2
3				X		X	2
17		X	X				2
30			X	X			2
37		X				X	2
42	X		X				2
47	X		X				2
53	X		X				2

Recommendation 8

Strategies of these 11 schools, one-fifth of the SCC schools, should be compared with the more healthy colleges in order to discern a working model of developing institutions. This valuable knowledge may then be applied in conjunction with fiscal management technology according to the unique needs of the institutions.

The Needs Regarding Future Activities

The participating schools plan to continue their extensive use of the SCC project staff and their technical assistance. The schools average a projected use of technical assistance in 5.1 areas for each of the next two years. This usage indicates the SCC college's commitment to entering the mainstream of higher education.

Composite needs assessments of the participating colleges foreshadow the predominance of attention that will be directed towards marketing, recruitment/admissions and retention. Even though the schools have increased their enrollments compared to similar private schools and plans for steady-state management echo throughout most of higher education, the SCC schools still seek a larger and appropriate student body - "one responsive to the college mission and one large enough to make the college economically viable."

As many of the schools reach their projected enrollment goals, additional efforts will be focused on technical assistance in the areas of administrative, student, and faculty development - the broader areas of Title III objectives.

Conclusion 1

SCC member institutions plan to make extensive use of SCC technical assistance in the next two years.

Recommendation 1

It behooves SCC staff to carefully plan site visits, seminars and workshops, and other technical assistance activities if the current staff is to successfully meet this heavy time demand.

Conclusion 2

The library in the Washington office seems not to be functioning as planned. Few campus personnel use this service.

Recommendation 2

SCC should consider developing a catalogue of available materials and disseminating it to the colleges. It should be updated periodically. Perhaps it should be expanded in scope to include documentation of successful SCC campus activities that would be of use to others.

APPENDIX A

THE SURVEY INSTRUMENT

SYSTEMS RESEARCH INC.

Dear President:

Enclosed is part of a questionnaire which we are asking that you complete as part of the year-end external evaluation of the Small College Consortium Institutional Development Project. Additional parts are being sent to your On-Campus Coordinator. He/she will complete some sections personally, and one major section will be completed by a group of people who have been involved with the project on your campus.

The evaluation process for this year has been designed recognizing that the SCC is now at the mid-point of its intended four year activity. The evaluation will include this questionnaire, data from other sources, responses to last year's questionnaire, and case studies of some participating institutions. The resultant report should serve as a mid-course assessment. As such, it should provide insights about what has taken place to date and what remains to be done for the Consortium to leave a lasting impact on participating institutions.

We ask that you personally respond to the enclosed questionnaire without consultation with your OCC or others. This is because it is your personal impressions in which we are interested.

Please complet this task and return the questionnaire to the Small College Consortium no later than May 10, 1978.

Thank you for your assistance.

Mailing Address:

Small College Consortium
2000 P Street, NW
Suite 400
Washington, DC 20036

1030 15TH STREET, N.W., SUITE 300 WASHINGTON, D.C. 20005

College________________________________

Part I

President's General Project Assessment

The questions below should be answered personally by the President to evaluate the project's relationship to your institution.

Most of the questions simply require that you circle a number on a five-point scale indicating your judgment on that item. In doing so, the following interpretations of the scale may be helpful:

-2	-1	0	+1	+2
Never heard of it		Nothing happened		Done well
Substantially decreased effort		No change		Substantially increased effort
Major detriment to institution		No effect		Substantial value to institution

The words "major", "substantially", and "substantial" should be interpreted in the context of the institution. Comparisons between institutions or against an assumed norm are not intended. Rather, measurement of an institution's change over time, based on its own objectives and resources, is intended.

****

1. Compared to last year, how has the college progressed in achieving its goals? -2 -1 0 +1 +2 can't tell
2. What has been the contribution of all Title III projects to achieving these goals? -2 -1 0 +1 +2 can't tell
3. What has been the contribution of the Small College Consortium to achieving these goals? -2 -1 0 +1 +2 can't tell
4. How does this project's progress compare to the progress which could have resulted from having the same amount of resources, but without restrictions on their use? -2 -1 0 +1 +2 can't tell
5. Do you intend to increase or decrease the institutional effort for the Small College Consortium next year? -2 -1 0 +1 +2 can't tell

6. How would you rate the project's management compared to similar consortia projects?	-2	-1	0	+1	+2	can't tell
7. How well did the SCC project staff serve you?	-2	-1	0	+1	+2	can't tell
8. How useful was the advice you received from the SCC staff?	-2	-1	0	+1	+2	can't tell
9. How effective was your project advisor?	-2	-1	0	+1	+2	can't tell
10. How useful has the project staff been in its role as technical assistance specialists?	-2	-1	0	+1	+2	can't tell
11. Your staff has been invited to attend workshops and seminars. How productive were these in relation to the time spent attending them?	-2	-1	0	+1	+2	can't tell

12. Describe briefly but with a high degree of specificity the single most apparent outcome to date of your institutional involvement with the SCC. If a visitor came to your campus, what would you point out to him as having happened, at least in part, because of your being in the SCC?

13. List succinctly other outcomes which can reasonably be attributed to your involvement with the SCC.

14. Do you have any additional comments which would assist in evaluating the project and the SCC office?

SYSTEMS RESEARCH INC.

MEMORANDUM

TO: On-Campus Coordinators

FROM: James Farmer
Systems Research, Inc.

Enclosed are questionnaire materials which comprise a portion of the Small College Consortium's external evaluation process for 1977-78. In keeping with requirements of the US Office of Education, each of the 54 participating colleges will be required to submit the questionnaire data.

In working with project staff to develop this questionnaire, a primary focus was providing an instrument to serve as an assessment of the Small College Consortium's effectiveness at the mid-point in its history. The process of completing these questionnaires should facilitate moving into 1978-79 activities, especially writing the Growth Plan. The questionnaires ask two major questions: What has happened to date as a result of your institution's relationship to the SCC? What ought to take place over the next two years?

The questionnarie is divided into 5 parts. They are:

Part I - Presidential's General Project Assessment

A separate part sent directly to the President for his/her personal evaluation, to be returned separately to the SCC.

Part II - OCC's Personal Project Assessment

This is similar to the President's assessment and should be completed only by the OCC.

Part III - Assessment by a Team of Faculty and/or Staff

This part was designed to be completed "by committee." It is assumed that on each SCC campus there is a group of people that has a close working relationship to the project. Certainly that group would include the OCC. But beyond that the composition of the group will vary from campus to campus. The group may be as small as three or four, or considerably larger. It may include a mix of faculty, administrators, and, in a few cases, students.

Our intention is for you to assemble on an ad hoc basis that group of people closely tied to SCC-related activities. The purpose of convening the group would be to work through Section I of the questionnaire to achieve a group consensus on items in that section. In this way, we will have feedback from a broader sample of campus personnel than if the OCC completed the questionnaire on his/her own.

1030 15TH STREET, N.W., SUITE 300 WASHINGTON, D.C. 20005

There are a limited number of items in this section that require objective data. We suggest that the OCC gather the required data before your group meeting.

Part IV - Institution and Project Data

This part requires compilation of data regarding your institution and its relationship to the Small College Consortium. The OCC will be the most appropriate person to complete some items; others may need to be completed by the Business Manager, Registrar, or other college personnel.

Part V - Project Management

This part contains a few narrative questions included in last year's questionnaire. Only responses which differ from last year's responses are required.

One way to utilize these questionnaires as an assessment vehicle and to look ahead to 1978-79 and 1979-80, will be for your advisor from the project staff to have some special insights regarding your responses. Thus, advisors are planning spring contacts with all colleges. They will want to talk about your responses to the questionnaires. Your advisor will soon be contacting you regarding a date for this discussion. It will be important that your questionnaire be completed by that time.

The deadline for submitting questionnaires to the SCC office is May 10, 1978. Your cooperation in meeting this date will facilitate our completion of the evaluation report by the June 30th deadline.

College ____________________

Part II

OCC's Personal Project Assessment

This part of the questionnaire is designed to obtain the OCC's personal impressions regarding the project. Toward that end, you should probably complete this part before the group meeting required for Part III; in that way, your responses are less likely to be influenced by what you hear others say.

Most of the questions simply require that you circle a number on a five-point scale indicating your judgment on that item. In doing so, the following interpretations of the scale may be helpful:

-2	-1	0	+1	+2
Never heard of it		Nothing happened		Done well
Substantially decreased effort		No change		Substantially increased effort
Major detriment to institution		No effect		Substantial value to institution

Thw words "major", "substantially", and "substantial" should be interpreted in the context of the institution. Comparisons between institutions or against an assumed norm are not intended. Rather, measurement of an institution's change over time, based on its own objectives and resources, is intended.

****

1. Compared to last year, how has the college progressed in achieving its goals? -2 -1 0 +1 +2 can't tell

2. What has been the contribution of all Title III projects to achieving these goals? -2 -1 0 +1 +2 can't tell

3. What has been the contribution of the Small College Consortium to achieving these goals? -2 -1 0 +1 +2 can't tell

4. How does this project's progress compare to the progress which could have resulted from having the same amount of resources, but without restrictions on their use? -2 -1 0 +1 +2 can't tell

5. Do you intend to increase or decrease the institutional effort for the Small College Consortium next year? -2 -1 0 +1 +2 can't tell

6. How would you rate the project management compared to similar consortia projects? -2 -1 0 +1 +2 can't tell

7. How well did the SCC project staff serve you? -2 -1 0 +1 +2 can't tell

8. How useful was the advice you received from the SCC staff? -2 -1 0 +2 +1 can't tell

9. How effective was your project advisor? -2 -1 0 +2 +1 can't tell

10. How useful has the project staff been in its role as technical assistance specialists? -2 -1 0 +2 +1 can't tell

11. Your staff has been invited to attend workshops and seminars. How productive were these in relation to the time spent attending them? -2 -1 0 +2 +1 can't tell

12. How useful was the growth plan to you for project management? -2 -1 0 +2 +1 can't tell

13. How useful was the growth plan for communicating with others on the campus? -2 -1 0 +2 +1 can't tell

14. Did you accomplish the activities you outlined within a time close to what you projected? -2 -1 0 +2 +1 can't tell

15. How realistic was the growth plan in view of your experience now? -2 -1 0 +2 +1 can't tell

16. Did the activities you carried out positively affect the problems you identified? -2 -1 0 +2 +1 can't tell

17. Have other OCCs been helpful through inter-college visits (their visits to you or your personnel visiting their colleges)? -2 -1 0 +2 +1 can't tell

18. Have other OCCs been helpful through the exchange of ideas, plans, forms, questionnaires, reports, etc.? -2 -1 0 +2 +1 can't tell

19. Have other OCCs been helpful through mutual support and interest, sharing of problems, etc.? -2 -1 0 +2 +1 can't tell

20. Describe briefly but with a high degree of specificity the single most apparent outcome to date of your institutional involvement with the SCC. If a visitor came to your campus, what would you point out to him as having happened, at least in part, because of your being in the SCC?

21. List succinctly other outcomes which can reasonably be attributed to your involvement with the SCC.

22. Do you have any additional comments which would assist in evaluation the project and the SCC office?

COLLEGE ______________________________

PART III

ASSESSMENT OF THE PROJECT AND PROGRESS IN THE TECHNICAL ASSISTANCE AREAS

Faculty, Staff, and/or Student Group

This part of the questionnaire should be completed by those faculty, staff and, in some cases, students, meeting as a group, who are most familiar with the project and its activities at the college. The purpose is to have a general opinion of the project, its progress and contribution to the college. The On-Campus Coordinator should obtain data or information which may be needed for some questions, but should let the "group" reach a general assessment on all other questions by whatever method appropriate for the college.

Questions are of three types. Many require only a check mark on a 5-point scale. Others are open-ended and require a more lengthy response. A few require data collection and should be completed by the OCC prior to the group assessment. These are parts of questions 3, 10, and 11.

Most often, increments on the 5-point scale can be thought of as follows:

___ (1)	___ (2)	___ (3)	___ (4)	___ (5)
Little or none	Some	Reasonably significant	Substantial	Very significant

In a few cases, the scale may represent 5 steps from "low" to "high".

* * * * * * * * * * *

1. To what extent has the SCC provided resources which have met obvious institutional needs?

___ (1)   ___ (2)   ___ (3)   ___ (4)   ___ (5)

2. To what extent has your advisor from the project staff been of assistance to you and your institution?

___ (1)   ___ (2)   ___ (3)   ___ (4)   ___ (5)

3. Have you had project staff on your campus serving in their role as technical assistance specialists?

____ No (Go on to question 4)

____ Yes (Respond to the following)

How many days of such assistance have you had during 1977-78?

_____ days

To what extent has the staff provided the assistance you needed when serving as TA specialists?

____	____	____	____	____
(1)	(2)	(3)	(4)	(5)

4. To what extent was your 1977-78 growth plan useful for project management?

____	____	____	____	____
(1)	(2)	(3)	(4)	(5)

5. To what extent did you carry out the activities described in the growth plan? (Note the distinction between "activities" and "objectives".)

____	____	____	____	____
(1)	(2)	(3)	(4)	(5)

6. To what extent did you achieve the objectives set forth in the growth plan?

____	____	____	____	____
(1)	(2)	(3)	(4)	(5)

7. To what extent did you carry out your activities within the time frame described in the growth plan?

____	____	____	____	____
(1)	(2)	(3)	(4)	(5)

8. To what extent was the Manual of Procedures helpful in managing the project on your campus?

____	____	____	____	____
(1)	(2)	(3)	(4)	(5)

9. To what extent has the resource library in the Washington office provided assistance to you?

____	____	____	____	____
(1)	(2)	(3)	(4)	(5)

10. What will your expenditures for SCC-related travel probably total by the end of June?

$_______ from federal grant

$_______ from institutionalfunds

Comment briefly on the use of travel funds in relationship to your goals and objectives under the project.

11. The federal grant provides the possibility of using external consultants; this may or may not be appropriate to project activities at your institution. Have you used external consultants to assist in project-related tasks during 1977-78?

_____ No (Go on to question 12)

_____ Yes (Respond to the following)

How many days of consultation were arranged throuch CASC's National Consulting Network (NCN) during 1977-78?

_____days

To what extent did the NCN consultants provide the assistance you sought from them?

____	____	____	____	____
(1)	(2)	(3)	(4)	(5)

How many other days of on-campus consultation (i.e., not arranged by the Consulting Network) did you utilize for project-related activities during 1977-78?

_____days

(Item 11 continued on next page.)

To what extent did the non-NCN consultants provide the assistance you sought from them?

____ (1)   ____ (3)   ____ (3)   ____ (4)   ____ (5)

Comment briefly on the value of consultations to your project activities; include an observation on the level of funding for consultancies in the federal grant.

(Optional) The project staff would benefit from knowing who the most helpful consultants are. To the extent you are willing to do so, please list the persons who have been most helpful to you and the area(s) of their involvement with you.

12. To what extent has the federal grant been adequate to facilitate achievement of your goals and objectives within the SCC?

____ (1)   ____ (2)   ____ (3)   ____ (4)   ____ (5)

13. Comment briefly on the adequacy of the federal grant in areas other than consultation and travel.

14. The response to this item should be done in three steps. First, check the technical assistance areas in which you have invested significant effort during 1977-78. These may or may not be the same as the "primary" areas described in your 1977-78 growth plan. Second, assess the degree to which each area you have checked has had an impact on your institution by checking the appropriate entry on the five-point scale. Third, in the right-hand column, rank the significance of each checked area on the institution's development with "1" having the most significance.

		(1)	(2)	(3)	(4)	(5)	RANK
____	Planning	____	____	____	____	____	____
____	MIS	____	____	____	____	____	____
____	Fiscal Management	____	____	____	____	____	____
____	Recruitment/Admissions	____	____	____	____	____	____
____	Retention	____	____	____	____	____	____
____	Marketing	____	____	____	____	____	____
____	Financial Resource Development	____	____	____	____	____	____
____	Curriculum Development	____	____	____	____	____	____
____	Student Development	____	____	____	____	____	____
____	Career Development	____	____	____	____	____	____
____	Faculty Development and/or Evaluation	____	____	____	____	____	____
____	Administrative Development and/or Evaluation	____	____	____	____	____	____

15. Listed below are the seminars and workshops conducted by the SCC from August 1977 through early May 1978. In the left-hand column check the ones attended by one or more persons from your institution. Then, for each item checked, place another check at a point on the five-point scale indicating the degree of impact that seminar or workshop had. Note this is not asking how "good" it was but the degree to which it had an impact at your institution; i.e., did anything lasting result after your people got back home?

		(1)	(2)	(3)	(4)	(5)
____	OCC Workshop (Asheville)	____	____	____	____	____
____	OCC Workshop (Tanglewood)	____	____	____	____	____
____	WKSHP:Action-Oriented Planning	____	____	____	____	____
____	SEM: Planning	____	____	____	____	____
____	WKSHP:MIS:Student Info.	____	____	____	____	____
____	WKSHP:MIS: Financial	____	____	____	____	____
____	SEM: Budget Mgmt.& Methods	____	____	____	____	____
____	SEM: Marketing Principles & Strategy	____	____	____	____	____
____	WKSHP:Recuitment/Retention (With CASC)	____	____	____	____	____
____	WKSHP: Admissions Mgmt.	____	____	____	____	____
____	WKSHP: Public Relations/ Development	____	____	____	____	____
____	WKSHP: Implementing Curriculum Change	____	____	____	____	____
____	WKSHP: Course Design & Modules	____	____	____	____	____
____	SEM: Student Learning Patterns	____	____	____	____	____
____	WKSHP:Student Development Practices	____	____	____	____	____
____	WKSHP: Planning for Faculty Development	____	____	____	____	____
____	SEM: Faculty Evaluation	____	____	____	____	____
____	WKSHP: Faculty Evaluation	____	____	____	____	____

PROGRESS AND PROJECTIONS IN TECHNICAL ASSISTANCE AREAS

The following several pages relate to the technical assistance areas and to your progress in one or more of them.

Your group is to respond only for those areas that have been primary emphases during 1977-78.

For each TA area, there are three open-ended questions to be answered. For areas I and II only these questions are preceded by templates for each of the sub-topics within the two areas. If you worked in I and/or II, make appropriate responses to the templates and then answer the questions.

Finally, the last two pages in this section are to be completed. They have to do with your projections for 1978-79 and for 1979-80.

Technical Assistance Area I: Planning, Management Information System, and Fiscal Management

Place a check mark in the appropriate column after each item that has been a primary emphasis this year. Leave blank any for which a decision has not been made.

	Done pre-SCC	Done '76-77	Done '77-78	To be Done '78-79	Will not be Done
-Planning-					
Presidential directive describing long-range planning process and responsibilities disseminated.					
Long-range planning committee established.					
Goals statement developed.					
Data needs reviewed.					
Specific planning responsibilities identified.					
Planning process documented.					
External assumptions considered.					
Internal assumptions considered.					
Data analysis process utilized.					
Draft plan created.					
Plan reviewed and revised.					
Plan disseminated.					
Planning process reviewed and revisions documented.					
-Management Information Systems-					
Needs analysis conducted.					
Comprehensive activities in computer systems conducted.					
Comprehensive activities in manual systems conducted.					
General systems design developed.					

	Done pre-SCC	Done '76-77	Done '77-78	To be done '78-79	Will not be Done
Institutional research organized.					
College fact book assembled.					
Data element dictionary developed.					
Forms reviewed.					
Plan for MIS activities developed.					
-Fiscal Management- Financial resource requirements projected.					
Revenue projection system or procedures implemented.					
Cash flow projection system or procedures implemented.					
Budget planning system implemented.					
Monthly budget control system implemented.					
Program cost analysis implemented.					
Activity cost analysis implemented.					
Faculty productivity analysis implemented.					
Record-keeping systems in development reviewed.					
RMP Instructional Cost Analysis module utilized.					
RMP Library module utilized.					
RMP Personnel and Salary module utilized.					

What did you set out to accomplish in TA I for 1977-78?

To what extent were you successful in accomplishing what you set out to do?

What factors contributed to fulfilling your objectives?
- Which committee(s) or other groups were involved?
- Which individual persons (by title) from the administration, faculty, staff or student body made significant contributions outside of group meetings?
- What role did the project staff play? External consultants?
- What SCC workshops were particularly useful?
- How did your SCC grant facilitate your accomplishments?

Technical Assistance Area II: Marketing, Recruitment/Admissions, Retention and Financial Resource Development

Place a check mark in the appropriate column after each item that has been a primary emphasis this eyar. Leave blank any for which a decision has not been made.

	Done pre-SCC	Done '76-77	Done '77-78	To be Done '78-79	Will not be Done
-Marketing-					
Understanding of marketing concepts and their applicability to colleges and universities disseminated.					
College markets identified.					
Market structure analysis completed.					
Consumer needs analysis completed.					
Structure for coordination of marketing initiated.					
Draft of RMP Marketing manual reviewed.					
-Recruitment/Admissions-					
Admissions operations manual completed.					
Inquiry/Applicant management system initiated.					
Staff development program initiated.					
Internal resources (faculty, students, alumni, etc.) marshalled.					
Enrollment projection system implemented.					
Year-long recruitment plan developed.					
-Retention-					
Retention task force created.					
Attrition data collected and analyzed.					
Campus-wide awareness of retention enhanced.					
Early warning system initiated.					
RMP Retention module utilized.					

	Done pre-SCC	Done '76-77	Done '77-78	Done '77-78	To be done '78-79	Will not be Done
-Financial Resource Development-						
Development office record-keeping systems reviewed.						
College personnel (other than development staff) utilized for alumni, public relations, public information and fund raising activities.						
Coordinated plan for institutional advancement developed.						
Public relations activities reviewed to develop goals.						
Efforts in foundation fund raising enhanced.						
PR publications reviewed.						
Alumni programs reviewed.						

What did you set out to accomplish in TA II for 1977-78?

To what extent were you successful in accomplishing what you set out to do?

What factors contributed to fulfilling your objectives?

- Which committee(s) or other groups were involved?
- Which individual persons (by title) from the administration, faculty, staff or student body made significant contributions outside of group meetings?
- What role did the project staff play? Other consultants?
- What SCC workshops were particularly useful?
- How did your SCC grant facilitate your accomplishments?

Technical Assistance Area III: Curriculum Development, Student Development, Career Development, and Advising

What did you set out to accomplish in TA III for 1977-78?

To what extent were you successful in accomplishing what you set out to do?

What factors contributed to fulfilling your objectives?
    Which committee(s) or other groups were involved?
    Which individual persons (by title) from the administration, faculty, staff or student body made significant contributions outside of group meetings?
    What role did the project staff play? Other consultants?
    How did your SCC grant facilitate your accomplishments?

Technical Assistance Area IV: Faculty Development and Evaluation and Administrative Development and Evaluation

What did you set out to accomplish in TA IV for 1977-78?

To what extent were you successful in accomplishing what you set out to do?

What factors contributed to fulfilling your objectives?
    Which committee(s) or other groups were involved?
    Which individual persons (by title) from the administration, faculty, staff or student body made significant contributions outside of group meetings?
    What role did the project staff play? Other consultants?
    How did your SCC grant facilitate your accomplishments?

PROJECTIONS FOR 1978-79 AND 1979-80

Given that the SCC is now about at the midpoint of its planned lifespan, it is appropriate to do some assessment of what remains to be done through 1978-79 and 1979-80.

Indicate the probable areas of primary and secondary involvement for the next two years. In each case indicate whether it will be a new activity or continuation of one already underway.

	1978-79				1979-80			
	Primary	Sec.	New	Cont.	Primary	Sec.	New	Cont.
Planning								
MIS								
Fiscal Management								
Marketing								
Recruitment/ Admissions								
Retention								
Financial Resource Development								
Curriculum Development								
Student Development								
Career Development								
Faculty Development and/or Evaluation								
Administrative Development and/or Evaluation								

Describe briefly but with a degree of specificity what you hope to accomplish over the next two years. What needs to happen to leave something of lasting value as a result of SCC involvement? What do you need to do to tie together loose threads of effort?

What do you intend to do to further instill comprehensive, integrated, ongoing development into the lifeblood of your institution?

College ______________________________

Part IV

Institutional and Project Statistics

This part of the questionnaire requires the collection of various kinds of data regarding the institution and its involvement with the SCC. There are four sub-parts:

A. Financial and enrollment data;
B. Estimated project expenditures for 1977-78;
C. Estimated time commitment to project for '77-78; and,
D. Other Title III involvements.

The OCC should coordinate the collection of these data. However, the data themselves will undoubtedly have to come from several sources within the institution.

A. Financial and Enrollment Data.

The following 28 items ask for data which are commonly developed within your institution. Items 1-17 and 22-28 ask for estimates of 1977-78 information; the items themselves are taken right out of the BIDP application for which you have recently supplied actual 1976-77 data. In the event you have misplaced or discarded the BIDP application booklet, the definitions for these items are attached on the final pages of this section.

Items 18-21 can be obtained directly from the HEGIS Opening Fall Enrollment (OFE) survey completed last fall using fall, 1977, enrollments. For each item on this form, you will only have to add two or three totals from the OFE; in each case, the required numbers to be added together are indicated after the item.

ESTIMATED INCOME FOR ACADEMIC YEAR 1977-78

1. Income from tuition and fees ____________________
2. Income from federal government excluding sponsored research ____________________
3. Endowment earnings ____________________
4. Private gifts, contracts and grants ____________________
5. Total income for educational and general purposes ____________________
6. Student aid income ____________________
7. Total income ____________________

ESTIMATED EXPENDITURES FOR ACADEMIC YEAR 1977-78

8. Expenditures for instruction (less contributed services) ____________________

9. Total expenditures for education and general purpose

10. Student aid expenditures

11. Total expenditures

INSTRUCTIONAL STAFF FOR ACADEMIC YEAR 1977-78

12. Total number full-time instructional staff

13. Total number full-time instructional staff with highest degree doctorate

14. Total number part-time instructional staff

15. Total number full-time equivalent instructional staff

16. Average salary for full professor for period

17. Average salary for instructor for period

INSTITUTIONAL ENROLLMENTS FOR ACADEMIC YEAR 1977-78

18. Total FTE undergraduate enrollment (OFE line 1, columns 13 and 14, plus line 15, column 15)

19. Total full-time enrollment (OFE line 14, columns 13 and 14)

20. Total part-time enrollment (OFE line 28, columns 13 and 14)

21. Total FTE enrollment (OFE line 14, columns 13 and 14 plus line 28, column 15)

22. Total number of graduates, bachelors or associates degrees

23. Percent of freshmen completing first year

24. Total minority enrollment

25. Total full-time low income enrollment

26. Total part-time low income enrollment

27. Total full-time low income enrollment on financial aid

28. Total part-time low income enrollment on financial aid

B. Estimated Project Expenditures for 1977-78

The format below is that which you have used for your quarterly financial reports to Averett College. Please estimate your expenditures through the end of the project year (June 30). The figures you report here will in no way jeopardize your final reimbursement. However, we should be able to make some observations about use of the federal grant and about institutional expenditures across the total SCC membership based on these data.

	College Funds	Federal Funds
Compensation		
OCC Salary	$	$
Secretary's Salary		
President's Salary		
Consultants		
Fringe Benefits		
Travel		
Other		
Telephone		
Supplies		
Misc. Fees		
Data Processing		
Books		
Contribution to SCC	2000.00	
TOTALS	$	$

C. Estimated Time Committed to Project

Please estimate the person-days contributed to the project by the following individuals or groups. Do not include the OCC or the project secretary in these data. After estimating the person-days, estimate the percentage of that time utilized for general project purposes and for efforts in each of the areas.

A person-day ought to be thought of as eight hours. Thus, one person working for eight hours contributes one person-day. Or, eight faculty members participating in a one-hour meeting contribute a person-day. Please try to be reasonably accurate in reporting these data without spending inordinate amounts of time accounting for every minute. When making estimates, try to give values without being too generous in assessing people's involvement and identifying project-related activities; also avoid any tendency to be too conservative.

	President	Vice-Presidents and Deans	Staff	Faculty	Students
Total Person-Days	______	______	______	______	______
General Purposes	______%	______%	______%	______%	______%
Planning	______%	______%	______%	______%	______%
Management Information Systems	______%	______%	______%	______%	______%
Fiscal Management	______%	______%	______%	______%	______%
Marketing	______%	______%	______%	______%	______%
Recruitment and Admissions	______%	______%	______%	______%	______%
Retention	______%	______%	______%	______%	______%
Financial Resource Development	______%	______%	______%	______%	______%
Curriculum Development	______%	______%	______%	______%	______%
Student Development	______%	______%	______%	______%	______%
Career Development	______%	______%	______%	______%	______%
Faculty Development or Evaluation	______%	______%	______%	______%	______%
Administrative Development or Evaluation	______%	______%	______%	______%	______%
Total	100%	100%	100%	100%	100%

D. Other Title III Involvements

1. Have you had other Title III monies during 1977-78?

_____NO _____YES

If yes, were you in another consortium?

_____NO _____YES

If yes, did you have a bilateral grant?

_____NO _____YES

What was the funding level? $____________

B. Expenditures for Academic Year of Data

8. EXPENDITURES FOR INSTRUCTION - LESS CONTRIBUTED SERVICE - Enter the dollar amount expended by the instructional divisions of the institutions. Do not include the value of contributed services.

9. TOTAL EXPENDITURES FOR EDUCATIONAL AND GENERAL PURPOSES - Enter the total dollar amount expended by the institution for educational and general purposes.

10. STUDENT AID EXPENDITURES - Enter the dollar amount expended by the instituion for student aid grants. Include as Student Aid Expenditures a dollar value for tuition and fee remission or exemption corresponding to the same amount which was reported as student fees revenue in Item 1. Also include any other student aid granted out of current fund revenues.

11. TOTAL EXPENDITURES - Enter the total amount expended by the institution.

C. Staff for Academic Year of Data

12 - 13. As described

14. TOTAL NUMBER OF PART-TIME INSTRUCTIONAL STAFF - Enter the total number of persons on the instructional staff who are part-time (devotes one-half or less of his or her time on the instructional staff).

15. TOTAL NUMBER FULL-TIME EQUIVALENT INSTRUCTIONAL STAFF - Enter total number of persons who are full-time plus the full-time equivalent of part-time instructional staff. The full-time equivalent of part-time instructional staff is the total number of credit hours taught by the part-time instructional staff divided by the number of hours taught by the full-time instructional staff.

E. Staff Salaries for Academic Year of Data

16 - 17. AVERAGE SALARIES FOR BASE PERIOD - Enter the number of dollars representing the average salary for each of the staff ranks indicated. If an institution has no rank or only one rank for its instructional staff, fill in the average salary in Item 17 - full-time, instructors.

F. Number of Students and Graduates During the Academic Year of Data

18 - 21. ENROLLMENT DATA - Use HEGIS OFE data as indicated next to the items on the form.

22. TOTAL NUMBER OF GRADUATES - BACHELOR'S OR ASSOCIATE'S DEGREE - Enter the total number of students receiving a bachelor's at four year colleges or associate's degree at the two year institution.

23. PERCENT OF FRESHMEN COMPLETING FIRST YEAR - Enter the percentage of full-time and part-time students who successfully completed a sufficient number of course credits to become sophomores. This number should be calculated in the following manner:

Example - $\frac{345}{400} \times 100 - .8625 \times 100 = 86.25$ (86 would be placed in block 42.)

2. Have you had other Title III monies prior to 1977-78?

_____NO _____YES

If yes, has your institution been in another consortium?

_____NO _____YES

If yes, has your institution had one or more bilaterals?

_____NO _____YES

The following definitions extracted from the Title III Grant Application may be useful in completing the statistical section.

A. Income for Academic Year of Data

1. TUITION AND FEES - Report all tuition and fees assessed against students for educational and general purposes. Include here those tuition and fees which your state collects and returns in the form of state appropriations. Tuition and fee remissions or exemptions should be assessed and reported as student fee revenues although it is not intended to affect collection from the students. A corresponding amount, as well as the amount of other student aid granted out of current fund revenues, should be shown as expenditures for student financial aid.

2. FEDERAL GOVERNMENT (EXCLUDING SPONSORED RESEARCH) - Include the income from the federal government, but exclude all amounts intended for student aid and/or sponsored research. Include any federal funds administered by state and local governments. This item is the total amount of federal income available for educational and general purposes.

3. ENDOWMENT EARNINGS - Enter the amount of all earnings received by the institution from all endowment investments (interest, dividends, rents, etc.)

4. PRIVATE GIFTS, CONTRACTS, AND GRANTS - Enter the dollar amount of gifts, contracts and grants received by the institution from foundations and other nongovernmental sources.

5. TOTAL INCOME FOR EDUCATIONAL AND GENERAL PURPOSES - Enter the total dollar amount received by the institution for educational and general purposes.

6. STUDENT AID INCOME - Enter the dollar amount received by the institution that is specifically earmarked for student aid, including both federal and private support. Report only income for grants, scholarships, and fellowships to students for which no services or repayments are required of the student.

7. TOTAL INCOME - Enter the total dollar amount received by the institution.

24. NUMBER OF MINORITY STUDENTS - Sum of American Indian or Alaskan Native, Black not of Hispanic Origin, Hispanic, Asian or Pacific Islander, and Other enrollments.

25 - 26. NUMBER OF STUDENTS WITH FAMILY INCOME LESS THAN $7500 FOR THE ACADEMIC YEAR OF DATA - Enter the total number of full-time students, and the number of part-time students enrolled during the academic year of data from families with a total annual income from all sources less than $7500. Should this data not be collected, enter the same numbers as students receiving financial aid.

27 - 28. NUMBER OF STUDENTS RECEIVING FINANCIAL AID FOR ACADEMIC YEAR OF DATA - Enter the total number of full-time students, and the number of part-time students enrolled that received financial aid during the academic year of data.

College________________________________

Part V

Project Management

These questions were included in last year's survey. Answer only those which would have a different answer this year. If there has been no change, please so indicate by responding "No Change". Use the back of the page or additional sheets if necessary.

1. Describe the organizational structure for the project at your college.

2. Describe the approval procedure for project expenditure.

3. Describe the manner in which records are kept and by whom.

4. Describe the process used for selection of your OCC.

5. Describe the internal continuing evaluation procedures and corrective measures used to assess and insure the success of the project.

PART VI - SCC STAFF ASSESSMENT

As a member of the Small College Consortium Project staff, you are being asked to evaluate those participating colleges for which you feel you can make adequate assessment based on personal knowledge. You are encouraged to complete a separate Part VI for each such institution, even though you may wish to omit some items for which you feel you do not have adequate information. In addition, there are some questions which indicate your role and level of activity with the institution.

Most of the questions simply require that you circle a number on a five-point scale indicating your judgment on that item. In doing so, the following interpretations of the scale may be helpful:

-2	-1	0	+1	+2
Never heard of it		Nothing happened		Done well
Substantially decreased effort		No change		Substantially increased effort
Major detriment to institution		No effect		Substantial value to institution

The words "major", "substantially", and "substantial" should be interpreted in the context of the institution. Comparisons between institutions or against an assumed norm are not intended. Rather, measurement of an institution's change over time, based on its own objectives and resources, is intended.

****

College____________________________

Your name__________________________

____

1. Compared to last year, how has the college progressed in achieving its goals? -2 -1 0 +1 +2 can't tell

2. What has been the contribution of all Title III projects to achieving these goals? -2 -1 0 +1 +2 can't tell

3. What has been the contribution of the Small College Consortium to achieving these goals? -2 -1 0 +1 +2 can't tell

4. How does this project's progress compare to the progress which could have resulted from having the same amount of resources, but without restrictions on their use? -2 -1 0 +1 +2 can't tell

5. Does the institution intend to increase or decrease the institutional effort for the Small College Consortium next year? -2 -1 0 +1 +2 can't tell

(OVER)

6. How useful was the advice received from the SCC staff? -2 -1 0 +1 +2 can't tell

7. How effective was the project advisor? -2 -1 0 +1 +2 can't tell

8. How useful has the project staff been in its role as technical assistance specialists? -2 -1 0 +1 +2 can't tell

9. Institutional staff members have been invited to attend workshops and seminars. How productive were these in relation to the time spent attending them? -2 -1 0 +1 +2 can't tell

10. How useful was the growth plan for project management? -2 -1 0 +1 +2 can't tell

11. How useful was the growth plan for communicating with others on the campus? -2 -1 0 +1 +2 can't tell

12. Did they accomplish the activities outlined within a time close to that projected? -2 -1 0 +1 +2 can't tell

13. How realistic was the growth plan in view of their experience? -2 -1 0 +1 +2 can't tell

14. Did the activities carried out positively affect the problems identified? -2 -1 0 +1 +2 can't tell

15. Identify the single most apparent outcome to date of the institution's involvement with the SCC.

16. Your principal contact with the institution has been as:

______advisor

______technical assistance consultant

______conference or seminar director, instructor, or participant

______informal contact

17. Your contact with the institution has been:

______several times per week

______about once weekly

______every few weeks

______every few months

_____only a few times per year

18. Your primary contact with the institution has been:

______at the campus

______via telephone

______at seminars and workshops

______other (designate)____

19. Your primary contact persons at the institution have been:

______OCC and project staff

______executive managment

______administrative staff

______faculty

______students

20. During the year July 1977 through June 1978, how many person-days have you spent on behalf of this institution? Include days on campus plus person-days devoted to working specifically with this institution's personnel at seminars and workshops, via telephone calls, etc.

____person-days

APPENDIX B

INDIVIDUAL COLLEGE REPORTS

APPENDIX B

Individual College Reports

An evaluation which, by design, focuses on aggregate scores of groups of colleges always has the drawback of making individual assessments difficult. To address this problem, the evaluators have provided a one page per institution summary of selected characteristics to be used in planning by those involved with a particular college. The schools are identified by a randomly assigned number with the key supplied to SCC by Systems Research Incorporated.

Most of the indicators are self-explanatory, with several needing definitions to allow for interpretations. These are the Financial Health Indicators, the General Assessments, and the Projections.

The five financial health indicators are:

Indicator 1: Education and General Expenditures/Headcount

Indicator 2: Educational and General Expenditures/Education and General Income

Distress level: more than 1.05

Indicator 3: Tuition and Fees/Education and General Income

Distress level: more than .80

Indicator 4: Tuition and Fees/Student Aid Income

Distress level: more than 20

Indicator 5: Student Aid Expenditures/Student Aid Income

Distress level: more than 5

The General Assessments show the means for the perceptual assessments of SCC by Presidents, OCCs, and the SCC staff. For comparative purposes, the group means are also listed.

The perceptual assessments by SCC staff were derived from their responses to seventeen Likert scale questions similar to those of the OCC. Their responses averaged lower than either the presidents or coordinators for all similar questions.

The Projections are the T.A. plans institutional personnel reported for the next two years of SCC involvement.

SCHOOL NUMBER 1

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	581	690	766

	76-77	77-78	76-78
CHANGE	109	76	185

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,377,369	1,631,498	1,865,948
TUITION & FEES	801,192	839,710	1,167,921
STUDENT AID	14,517	176,843	208,231

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,710,018	2,023,782	2,212,241
STUDENT AID	247,510	247,510	307,035

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	$ 2,943	2,933	2,888
INDICATOR 2	1.24	1.24	1.86
INDICATOR 3	.63	.59	.58
INDICATOR 4	5.35	5.51	5.60
INDICATOR 5	1.65	1.64	1.47

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.100	0.500	1.100
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning					X		X	
MIS						X	X	
Fiscal Mngt						X	X	
Marketing		X		X		X		X
Recruit/Admissions	X			X	X			X
Retention	X			X	X			X
Fin Resource Devel								
Curriculum Devel		X		X		X		X
Student Devel	X			X		X		X
Career Devel						X	X	
Faculty Devel/Eval	X		X		X			X
Admin Devel/Eval		X	X			X		X

SCHOOL NUMBER 2

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	661	697	500

	76-77	77-78	76-78
CHANGE	36	-197	-161

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,944,629	1,212,247	1,713,075
TUITION & FEES	711,983	839,710	1,241,175
STUDENT AID	55,599	59,321	540,587

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,232,083	1,414,024	1,331,190
STUDENT AID	53,541	63,000	504,587

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	1864	2028	2662
INDICATOR 2	1.18	1.17	.78
INDICATOR 3	.68	.69	.73
INDICATOR 4	12.80	14.15	2.29
INDICATOR 5	0.96	1.06	0.93

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.111	1.333	1.077
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X				X			
MIS								
Fiscal Mngt								
Marketing	X				X			
Recruit/Admissions	X				X			
Retention	X				X			
Fin Resource Devel	X				X			
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval	X				X			
Admin Devel/Eval					X			

SCHOOL NUMBER 3

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	886	916	1098

	76-77	77-78	76-78
CHANGE	30	182	212

INCOME	75-76	76-77	77-78
TOTAL E&G	$2,274,628	2,452,034	2,832,000
TUITION & FEES	1,923,335	2,077,201	2,306,000
STUDENT AID	17,721	17,721	15,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,683,040	2,844,020	2,248,000
STUDENT AID	280,608	297,444	282,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	3028	3105	2047
INDICATOR 2	1.18	1.16	.79
INDICATOR 3	.85	.85	.81
INDICATOR 4	108.53	117.21	153.73
INDICATOR 5	15.83	16.78	18.80

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.800	1.556	1.132
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS	X		X		X			X
Fiscal Mngt	X		X		X			X
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 4

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	842	860	857

	76-77	77-78	76-78
CHANGE	18	-3	15

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,879,185	2,029,347	2,167,100
TUITION & FEES	1,566,750	1,675,735	1,737,700
STUDENT AID	147,160	136,730	105,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,867,611	2,003,090	2.132,966
STUDENT AID	92,933	96,950	197,100

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2218	2329	2488
INDICATOR 2	.91	.99	.98
INDICATOR 3	.83	.83	.80
INDICATOR 4	10.64	12.25	16.55
INDICATOR 5	0.63	0.70	1.87

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.455	1.235	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt						X		
Marketing					X			
Recruit/Admissions					X			
Retention								
Fin Resource Devel								
Curriculum Devel	X		X					
Student Devel	X		X					
Career Devel								
Faculty Devel/Eval	X			X				
Admin Devel/Eval								

SCHOOL NUMBER 5

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1785	2091	2521

	76-77	77-78	76-78
CHANGE	309	430	739

INCOME	75-76	76-77	77-78
TOTAL E&G	$2,943,484	3,121,752	3,234,442
TUITION & FEES	2,041,607	1,848,101	2,240,076
STUDENT AID	272,265	280,185	224,341

EXPENSES	75-76	76-77	77-78
TOTAL E&G	2,368,503	2,398,190	2,497,527
STUDENT AID	589,518	548,938	412,773

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	1329	1147	991
INDICATOR 2	.80	.77	.77
INDICATOR 3	.69	.59	.69
INDICATOR 4	7.49	6.59	9.98
INDICATOR 5	2.16	1.95	1.84

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.909	1.882	1.385
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X			X		X		X
MIS	X			X		X		X
Fiscal Mngt		X		X		X		X
Marketing	X			X		X		X
Recruit/Admissions	X			X	X			X
Retention	X		X		X			X
Fin Resource Devel	X			X	X			X
Curriculum Devel	X			X	X			X
Student Devel	X			X	X			X
Career Devel	X			X	X			X
Faculty Devel/Eval		X		X		X		X
Admin Devel/Eval	X		X		X			X

SCHOOL NUMBER 6

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1186	1215	1344

	76-77	77-78	76-78
CHANGE	29	129	158

INCOME	75-76	76-77	77-78
TOTAL E&G	$3,334,434	3,567,844	4,555,264
TUITION & FEES	2,735,299	2,926,770	3,394,786
STUDENT AID	616,416	659,565	412,291

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$4,992,332	5,341,795	4,128,450
STUDENT AID	1,044,689	1,117,817	918,810

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	4209	4397	3072
INDICATOR 2	1.50	1.49	.91
INDICATOR 3	.82	.82	.75
INDICATOR 4	4.43	4.43	8.23
INDICATOR 5	1.69	1.69	2.22

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	0.909	0.412	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS	X			X	X			X
Fiscal Mngt								
Marketing	X			X	X			X
Recruit/Admissions	X			X	X			X
Retention	X			X	X			X
Fin Resource Devel								
Curriculum Devel		X	X			X		X
Student Devel	X		X		X			X
Career Devel		X	X			X		X
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 7

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	957	995	1139

	76-77	77-78	76-78
CHANGE	38	144	182

INCOME

	75-76	76-77	77-78
TOTAL E&G	$3,112,997	3,270,240	3,668,668
TUITION & FEES	2,090,153	2,296,385	2,685,652
STUDENT AID	365,554	534,953	N/A

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$3,157,624	3,241,026	3,216,312
STUDENT AID	221,429	382,980	268,851

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	3299	3257	2824
INDICATOR 2	1.01	.99	.88
INDICATOR 3	.67	.70	.73
INDICATOR 4	5.73	4.29	N/A
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL			
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention	X		X		X			X
Fin Resource Devel								
Curriculum Devel	X			X				
Student Devel								
Career Devel					X		X	
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 8

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	890	890	825

	76-77	77-78	76-78
CHANGE	0	-65	-65

INCOME	75-76	76-77	77-78
TOTAL E&G	$2,467,811	2,590,100	2,918,220
TUITION & FEES	1,784,331	1,853,000	1,983,300
STUDENT AID	124,598	144,750	90,308

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,585,068	2,725,000	2,748,885
STUDENT AID	193,758	196,470	390,718

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2904	3062	3332
INDICATOR 2	1.05	1.05	.94
INDICATOR 3	.72	.71	.68
INDICATOR 4	14.32	12.80	21.96
INDICATOR 5	1.55	1.35	3.43

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.636	1.444	0.280
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing	X		X		X			X
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval		X		X		X		X
Admin Devel/Eval		X	X			X		X

SCHOOL NUMBER 9

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	760	792	834

	76-77	77-78	76-78
CHANGE	32	42	74

INCOME

	75-76	76-77	77-78
TOTAL E&G	$2,429,302	2,708,412	2,961,300
TUITION & FEES	1,715,886	1,888,624	2,184,150
STUDENT AID	143,051	160,106	106,500

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$2,632,041	2,843,282	3,027,894
STUDENT AID	191,468	202,577	234,050

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	3463	3590	3631
INDICATOR 2	1.08	1.05	1.02
INDICATOR 3	.70	.70	.74
INDICATOR 4	11.99	11.70	20.51
INDICATOR 5	1.33	1.26	2.19

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.636	1.412	1.417
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS		X		X		X		X
Fiscal Mngt								
Marketing		X		X				
Recruit/Admissions								
Retention								
Fin Resource Devel	X			X		X		X
Curriculum Devel								
Student Devel	X		X			X		X
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval					X		X	

SCHOOL NUMBER 10

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1225	1312	1343

	76-77	77-78	76-78
CHANGE	87	31	118

INCOME	75-76	76-77	77-78
TOTAL E&G	$3,288,283	3,662,363	3,523,513
TUITION & FEES	2,657,198	2,929,890	3,169,122
STUDENT AID	172,650	185,000	318,114

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$3,105,699	3,600,000	3,342,097
STUDENT AID	465,811	470,000	591,552

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2535	2744	2489
INDICATOR 2	.94	.98	.95
INDICATOR 3	.80	.80	.89
INDICATOR 4	15.39	15.84	9.96
INDICATOR 5	2.69	2.54	1.86

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.455	1.294	0.500
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS		X		X		X		X
Fiscal Mngt		X		X		X		X
Marketing	X		X			X		X
Recruit/Admissions	X		X			X		X
Retention	X		X			X		X
Fin Resource Devel	X		X		X			X
Curriculum Devel	X			X		X		X
Student Devel	X			X		X		X
Career Devel	X		X			X		X
Faculty Devel/Eval		X	X		X			X
Admin Devel/Eval		X	X		X			X

SCHOOL NUMBER 11

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	781	733	911

	76-77	77-78	76-78
CHANGE	-48	178	130

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,870,800	1,970,000	2,401,000
TUITION & FEES	1,053,148	1,125,000	1,245,000
STUDENT AID	N/A	N/A	670,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,827,811	2,950,000	2,345,000
STUDENT AID	1,166,095	1,175,000	710,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	3621	4024	2574
INDICATOR 2	1.51	1.49	.98
INDICATOR 3	.52	.57	.56
INDICATOR 4	0.94	0.97	1.85
INDICATOR 5	1.05	1.02	1.06

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.455	1.944	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS	X			X	X			X
Fiscal Mngt	X			X		X		
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel		X		X		X		X
Curriculum Devel								
Student Devel					X		X	
Career Devel								
Faculty Devel/Eval	X		X		X			X
Admin Devel/Eval		X		X		X		X

SCHOOL NUMBER 12

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	323	325	N/A

	76-77	77-78	76-78
CHANGE	2	N/A	N/A

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,293,356	1,489,880	N/A
TUITION & FEES	562,429	571,510	N/A
STUDENT AID	49,236	48,796	N/A

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,455,511	1,501,870	N/A
STUDENT AID	194,635	216,929	N/A

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	N/A		
INDICATOR 2	N/A		
INDICATOR 3	N/A		
INDICATOR 4	11.42	11.71	N/A
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.222	1.556	0.520
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS	X		X			X		X
Fiscal Mngt		X		X		X		X
Marketing		X		X		X		X
Recruit/Admissions		X		X		X		X
Retention		X		X		X		X
Fin Resource Devel	X		X			X		X
Curriculum Devel		X	X		X			X
Student Devel		X		X	X			X
Career Devel		X		X		X		X
Faculty Devel/Eval	X		X			X		X
Admin Devel/Eval	X		X			X		X

SCHOOL NUMBER 13

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1440	1432	1479

	76-77	77-78	76-78
CHANGE	-8	47	39

INCOME	75-76	76-77	77-78
TOTAL E&G	$3,076,516	3,968,097	3,858,283
TUITION & FEES	2,074,534	2,232,368	2,515,528
STUDENT AID	256,510	443,450	372,197

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$3,111,549	3,586,751	3,631,202
STUDENT AID	256,510	443,450	560,971

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2161	2505	2455
INDICATOR 2	1.01	.90	.94
INDICATOR 3	.67	.56	.65
INDICATOR 4	8.08	5.03	6.75
INDICATOR 5	1.00	1.00	1.50

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.400	1.118	0.714
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing					X		X	
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel	X		X					
Student Devel					X		X	
Career Devel								
Faculty Devel/Eval		X		X				
Admin Devel/Eval		X		X				

SCHOOL NUMBER 14

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	1010	969	910

	76-77	77-78	76-78
CHANGE	-41	-59	-100

INCOME

	75-76	76-77	77-78
TOTAL E&G	$2,936,904	2,743,920	2,604,975
TUITION & FEES	1,695,873	1,807,937	1,929,842
STUDENT AID	213,038	366,468	326,840

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$2,510,101	2,486,678	2,373,983
STUDENT AID	349,260	521,808	509,040

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	2485	2566	2609
INDICATOR 2	.85	.91	.91
INDICATOR 3	.57	.66	.74
INDICATOR 4	7.96	4.93	5.90
INDICATOR 5	1.63	1.42	1.55

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.333	1.471	1.071
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X			X	X			X
MIS	X			X	X			X
Fiscal Mngt								
Marketing	X		X		X			X
Recruit/Admissions	X			X	X			
Retention	X			X	X			
Fin Resource Devel	X		X		X			X
Curriculum Devel		X		X		X		X
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval	X		X		X			X

SCHOOL NUMBER 15

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	958	931	893

	76-77	77-78	76-78
CHANGE	-27	-38	-65

INCOME

	75-76	76-77	77-78
TOTAL E&G	$2,810,212	2,830,000	3,050,000
TUITION & FEES	1,963,095	1,960,000	2,177,152
STUDENT AID	N/A	N/A	500,000

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$2,656,945	2,675,000	3,100,000
STUDENT AID	281,208	295,000	500,000

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	2773	2873	3471
INDICATOR 2	.95	.95	1.02
INDICATOR 3	.70	.69	.71
INDICATOR 4	N/A	N/A	4.35
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.182	1.444	1.214
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS	X			X	X			X
Fiscal Mngt	X		X		X			X
Marketing		X	X			X		X
Recruit/Admissions	X			X	X			X
Retention		X	X			X		X
Fin Resource Devel	X		X		X			X
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 16

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	879	852	797

	76-77	77-78	76-78
CHANGE	-27	-55	-82

INCOME	75-76	76-77	77-78
TOTAL E&G	$2,292,864	2,350,000	2,627,900
TUITION & FEES	1,325,533	1,490,180	1,682,000
STUDENT AID			60,500

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,556,795	2,750,000	2,300,000
STUDENT AID	256,058	280,000	321,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,988	3,227	2,885
INDICATOR 2	1.12	1.17	.87
INDICATOR 3	.57	.63	.64
INDICATOR 4	26.43	27.08	27.80
INDICATOR 5	5.10	5.09	5.30

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SOC STAFF
THIS SCHOOL	1.500	1.765	1.346
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 17

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	450	404	410

	76-77	77-78	76-78
CHANGE	-46	6	-40

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,137,590	1,239,200	1,493,728
TUITION & FEES	821,296	863,093	974,311
STUDENT AID			449,630

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,624,152	1,698,388	2,235,915
STUDENT AID	103,361	126,297	570,801

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	3,609	4,203	5,453
INDICATOR 2	1.43	1.37	1.49
INDICATOR 3	.72	.69	.65
INDICATOR 4	8.26	9.89	2.16
INDICATOR 5	1.04	1.44	1.26

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.364	1.333	1.000
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS	X		X		X		X	
Fiscal Mngt								
Marketing		X		X		X		X
Recruit/Admissions	X			X	X			X
Retention	X			X	X			X
Fin Resource Devel						X	X	
Curriculum Devel		X		X				
Student Devel								
Career Devel	X			X	X			X
Faculty Devel/Eval								
Admin Devel/Eval						X	X	

SCHOOL NUMBER 18

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	859	1006	1021

	76-77	77-78	76-78
CHANGE	148	14	162

INCOME	75-76	76-77	77-78
TOTAL E&G	$2,161,637	2,501,000	2,810,000
TUITION & FEES	1,366,141	1,463,000	1,800,000
STUDENT AID			150,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,909,598	1,995,000	2,000,000
STUDENT AID	124,566	138,000	150,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,223	1,981	1,958
INDICATOR 2	.88	.79	.71
INDICATOR 3	.63	.58	.64
INDICATOR 4	22.26	23.59	12.00
INDICATOR 5	2.01	2.22	1.00

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	5.000	1.722	1.704
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing		X	X			X		X
Recruit/Admissions	X			X	X			X
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 19

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1263	1297	1189

	76-77	77-78	76-78
CHANGE	34	-108	-74

INCOME	75-76	76-77	77-78
TOTAL E&G	$3,305,267	3,500,000	3,730,000
TUITION & FEES	2,858,652	2,930,000	3,136,100
STUDENT AID			50,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$3,650,426	3,800,000	3,924,000
STUDENT AID	284,426	315,000	194,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,890	2,929	3,300
INDICATOR 2	1.10	1.08	1.05
INDICATOR 3	.86	.83	.84
INDICATOR 4	19.59	17.23	62.72
INDICATOR 5	1.95	1.85	3.88

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.000	0.824	1.429
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS		X				X		
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention			X			X		
Fin Resource Devel					X			
Curriculum Devel								
Student Devel			X			X		
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 20

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	526	537	538

	76-77	77-78	76-78
CHANGE	11	1	12

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,434,622	1,650,000	1,609,500
TUITION & FEES	866,833	941,260	1,052,000
STUDENT AID			136,500

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,570,468	1,810,000	1,548,327
STUDENT AID	181,749	175,000	162,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,985	3,370	2,377
INDICATOR 2	1.09	1.09	.96
INDICATOR 3	.60	.57	.65
INDICATOR 4	8.88	7.84	7.70
INDICATOR 5	1.86	1.45	1.18

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	0.500	0.000	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS		X		X				
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval	X		X					

SCHOOL NUMBER 21

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1113	1116	1126

	76-77	77-78	76-78
CHANGE	3	10	13

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,384,506	1,420,060	N/A
TUITION & FEES	978,270	974,000	980,000
STUDENT AID			430,232

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,322,232	1,419,250	749,901
STUDENT AID	54,031	56,000	346,206

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	1,180	1,271	665
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	18.69	17.74	2.26
INDICATOR 5	1.03	1.02	.79

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.273	1.563	1.056
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X			X	X			X
MIS	X			X	X			X
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention	X			X	X			X
Fin Resource Devel								
Curriculum Devel				X				X
Student Devel				X				X
Career Devel								
Faculty Devel/Eval		X		X		X		X
Admin Devel/Eval		X		X		X		X

SCHOOL NUMBER 22

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1464	1481	1343

	76-77	77-78	76-78
CHANGE	17	-138	-121

INCOME	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	N/A
TUITION & FEES	2,855,404	3,263,626	3,437,600
STUDENT AID			N/A

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,243,079	2,464,223	3,003,309
STUDENT AID	469,253	586,751	78,200

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	1,532	1,663	2,236
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	4.85	5.92	N/A
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.182	0.556	2.667
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X				
MIS		X		X				
Fiscal Mngt					X		X	
Marketing	X		X			X		X
Recruit/Admissions	X			X		X		X
Retention	X			X		X		X
Fin Resource Devel					X		X	
Curriculum Devel		X		X				
Student Devel								
Career Devel		X		X				
Faculty Devel/Eval								
Admin Devel/Eval					X		X	

SCHOOL NUMBER 23

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	630	780.00	855

	76-77	77-78	76-78
CHANGE	150	75	225

INCOME

	75-76	76-77	77-78
TOTAL E&G	$1,493,638	1,615,930	1,736,725
TUITION & FEES	662,111	746,000	815,000
STUDENT AID			113,000

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$1,390,261	1,584,738	1,715,304
STUDENT AID	176,701	212,000	213,000

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	2,206	2,031	2,006
INDICATOR 2	.93	.98	.98
INDICATOR 3	.44	.46	.46
INDICATOR 4	7.30	7.46	7.21
INDICATOR 5	1.95	2.12	1.88

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	0.200	1.375	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X	X			
MIS								
Fiscal Mngt					X			
Marketing		X		X		X		
Recruit/Admissions		X		X		X		
Retention		X		X		X		
Fin Resource Devel	X			X	X			X
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval						X	X	

SCHOOL NUMBER 24

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	359	434	361

	76-77	77-78	76-78
CHANGE	75	-73	2

INCOME

	75-76	76-77	77-78
TOTAL E&G	$1,385,570	1,159,907	1,250,315
TUITION & FEES	586,197	663,080	653,315
STUDENT AID			311,583

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$1,378,973	1,313,602	1,235,145
STUDENT AID	118,752	85,678	311,583

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	3,841	3,026	3,421
INDICATOR 2	1.00	1.13	.98
INDICATOR 3	.42	.57	.52
INDICATOR 4	4.93	7.73	2.09
INDICATOR 5	1.00	1.00	1.00

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.200	1.111	0.865
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS		X		X	X			X
Fiscal Mngt								
Marketing								
Recruit/Admissions	X			X		X		X
Retention	X			X		X		X
Fin Resource Devel	X			X		X		X
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 25

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	226	278	320

	76-77	77-78	76-78
CHANGE	52	42	94

INCOME

	75-76	76-77	77-78
TOTAL E&G	851,197	974,350	1,200,231
TUITION & FEES	343,835	448,000	557,165
STUDENT AID			

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	894,086	1,138,876	805,731
STUDENT AID	38,992	49,000	35,800

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	3,956	4,096	2,517
INDICATOR 2	1.05	1.16	.67
INDICATOR 3	.40	.46	.46
INDICATOR 4	4.67	3.95	15.56
INDICATOR 5	0.53	0.43	1.00

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.818	1.235	1.231
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 26

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	446	508	515

	76-77	77-78	76-78
CHANGE	62	7	69

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,752,951	1,703,930	1,930,000
TUITION & FEES	984,497	950,000	990,000
STUDENT AID	80,873	87,000	100,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,401,341	1,400,000	1,430,000
STUDENT AID	241,023	250,000	300,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	3,142	2,755	2,776
INDICATOR 2	.80	.82	.74
INDICATOR 3	.56	.55	.51
INDICATOR 4	12.17	10.92	9.90
INDICATOR 5	2.98	2.98	3.00

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.100	1.222	0.571
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X				X			
MIS								
Fiscal Mngt		X				X		
Marketing								
Recruit/Admissions	X				X			
Retention		X				X		
Fin Resource Devel								
Curriculum Devel	X				X			
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 27

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	439	392	419

	76-77	77-78	76-78
CHANGE	-47	27	-20

INCOME

	75-76	76-77	77-78
TOTAL E&G	$ 918,386	979,000	1,167,000
TUITION & FEES	696,205	657,000	723,000
STUDENT AID	145,000	161,700	115,000

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$1,013,376	1,130,000	1,170,000
STUDENT AID	107,038	96,000	110,000

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	2,308	2,882	2,792
INDICATOR 2	1.10	1.15	1.00
INDICATOR 3	.75	.67	.62
INDICATOR 4	4.80	4.06	6.28
INDICATOR 5	0.73	0.59	0.95

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.111	1.611	1.571
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X			X		X		X
MIS	X			X		X		X
Fiscal Mngt								
Marketing		X	X					
Recruit/Admissions	X			X	X			X
Retention	X			X		X		X
Fin Resource Devel	X		X		X			X
Curriculum Devel	X			X				
Student Devel	X			X	X			X
Career Devel	X			X		X		X
Faculty Devel/Eval		X		X		X		X
Admin Devel/Eval								

SCHOOL NUMBER 28

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	472	540	571

	76-77	77-78	76-78
CHANGE	68	31	99

INCOME

	75-76	76-77	77-78
TOTAL E&G	$1,557,841	1,742,648	2,160,212
TUITION & FEES	1,042,168	1,159,628	1,390,333
STUDENT AID	N/A	N/A	N/A

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$1,536,842	1,786,385	1,978,045
STUDENT AID	204,126	208,150	160,870

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	3,256	3,308	3,464
INDICATOR 2	.99	1.02	.91
INDICATOR 3	.66	.66	.64
INDICATOR 4	N/A	N/A	N/A
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	0.900	1.333	0.636
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X			X	X			X
MIS		X	X			X		X
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention		X		X		X		X
Fin Resource Devel								
Curriculum Devel		X		X		X		X
Student Devel								
Career Devel								
Faculty Devel/Eval	X		X		X			X
Admin Devel/Eval								

SCHOOL NUMBER 29

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	532	592	640

	76-77	77-78	76-78
CHANGE	60	48	108

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,784,176	2,026,378	2,191,200
TUITION & FEES	1,252,449	1,417,000	1,617,000
STUDENT AID	229,251	278,205	401,174

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,391,806	1,994,490	2,049,233
STUDENT AID	416,294	438,205	175,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	4,495	3,369	3,201
INDICATOR 2	1.34	.98	.93
INDICATOR 3	.70	.69	.73
INDICATOR 4	5.46	5.09	4.03
INDICATOR 5	1.81	1.57	0.43

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	0.818	1.000	1.462
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS		X		X		X		X
Fiscal Mngt								
Marketing								
Recruit/Admissions	X		X					
Retention	X		X					
Fin Resource Devel	X		X					
Curriculum Devel								
Student Devel		X		X				
Career Devel		X		X				
Faculty Devel/Eval					X		X	
Admin Devel/Eval					X		X	

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	N/A	N/A	1235

	76-77	77-78	76-78
CHANGE	N/A	N/A	N/A

INCOME	75-76	76-77	77-78
TOTAL E&G	$3,593,875	3,410,994	3,175,300
TUITION & FEES	2,361,099	2,261,338	2,800,400
STUDENT AID	187,383	60,835	158,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,904,498	2,749,764	3,625,900
STUDENT AID	294,657	307,576	455,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	N/A	N/A	N/A
INDICATOR 2	.81	.80	1.14
INDICATOR 3	.65	.66	.88
INDICATOR 4	12.60	37.17	17.72
INDICATOR 5	1.57	5.05	2.88

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.400	1.176	1.400
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS	X			X	X			X
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval		X	X			X		X

SCHOOL NUMBER 31

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	894	919	1250

	76-77	77-78	76-78
CHANGE	25	331	356

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,591,368	1,655,217	2,140,000
TUITION & FEES	974,941	1,035,252	1,188,000
STUDENT AID	48,631	50,853	50,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,375,447	1,612,804	2,030,000
STUDENT AID	223,498	206,825	160,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	1,538	1,754	1,624
INDICATOR 2	.86	.97	.94
INDICATOR 3	.61	.62	.55
INDICATOR 4	20.04	20.35	23.76
INDICATOR 5	4.59	4.06	3.20

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	0.636	0.056	2.909
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 32

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1462	1491	1500

	76-77	77-78	76-78
CHANGE	29	9	38

INCOME	75-76	76-77	77-78
TOTAL E&G	$3,842,690	4,233,350	4,280,663
TUITION & FEES	3,230,710	3,606,950	3,802,775
STUDENT AID	77,980	67,000	98,497

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$4,019,450	4,399,960	6,706,009
STUDENT AID	192,460	196,000	218,223

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,749	2,951	4,470
INDICATOR 2	1.05	1.03	1.56
INDICATOR 3	.84	.85	.88
INDICATOR 4	41.43	53.83	38.60
INDICATOR 5	2.46	2.92	2.21

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.600	0.706	1.000
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions				X				X
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval				X				X
Admin Devel/Eval								

SCHOOL NUMBER 33

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1437	1453	1401

	76-77	77-78	76-78
CHANGE	16	-52	-36

INCOME	75-76	76-77	77-78
TOTAL E&G	$2,413,297	2,560,000	2,889,005
TUITION & FEES	1,978,501	2,150,000	2,275,600
STUDENT AID	224,022	405,000	340,306

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,706,002	3,240,000	2,987,467
STUDENT AID	357,170	400,000	389,975

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	1,883	2,229	2,132
INDICATOR 2	1.12	1.26	1.03
INDICATOR 3	.82	.84	.78
INDICATOR 4	8.83	5.30	6.68
INDICATOR 5	1.59	0.98	1.14

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.727	1.813	1.500
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS								
Fiscal Mngt		X	X			X		X
Marketing								
Recruit/Admissions		X	X		X			X
Retention	X			X	X			X
Fin Resource Devel	X			X	X			X
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 34

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1097	1073	1361

	76-77	77-78	76-78
CHANGE	-24	288	264

INCOME	75-76	76-77	77-78
TOTAL E&G	$2,566,066	2,822,672	N/A
TUITION & FEES	1,901,480	2,091,628	2,160,000
STUDENT AID	N/A	N/A	360,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,908,574	3,199,431	2,750,000
STUDENT AID	310,892	341,981	360,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,651	2,981	2,020
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	N/A	N/A	N/A
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	0.364	1.389	2.600
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS		X		X		X		X
Fiscal Mngt								
Marketing	X		X		X			X
Recruit/Admissions	X		X		X			X
Retention	X			X	X			X
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval		X		X				
Admin Devel/Eval		X		X				

SCHOOL NUMBER 35

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	556	627	650

	76-77	77-78	76-78
CHANGE	71	23	94

INCOME

	75-76	76-77	77-78
TOTAL E&G	$1,577,998	N/A	1,941,000
TUITION & FEES	1,043,544	N/A	1,343,000
STUDENT AID	409,174	N/A	665,000

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$1,866,231	N/A	1,872,550
STUDENT AID	410,891	N/A	561,150

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	N/A	N/A	N/A
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	N/A	N/A	2.02
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.364	1.667	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X		X		X			X
MIS								
Fiscal Mngt								
Marketing		X		✓		X		X
Recruit/Admissions								
Retention		X	X			X		X
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 36

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	900	906	1174

	76-77	77-78	76-78
CHANGE	6	268	274

INCOME	75-76	76-77	77-78
TOTAL E&G		1,991,062	2,810,000
TUITION & FEES	1,459,153	1,592,105	1,666,200
STUDENT AID	827,364	890,782	650,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,961,799	2,280,295	2,855,000
STUDENT AID	885,860	82,500	133,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,179	2,516	2,431
INDICATOR 2	1.06	1.14	1.01
INDICATOR 3	.78	.80	.59
INDICATOR 4	1.76	1.78	2.56
INDICATOR 5	1.07	0.09	0.20

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.500	1.438	0.923
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS								
Fiscal Mngt		X	X			X		X
Marketing								
Recruit/Admissions		X	X		X			X
Retention	X			X	X			X
Fin Resource Devel	X			X	X			X
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 37

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1097	1063	1058

	76-77	77-78	76-78
CHANGE	-34	-5	-39

INCOME	75-76	76-77	77-78
TOTAL E&G	$2,452,270	2,577,725	2,311,390
TUITION & FEES	1,292,812	1,408,187	1,640,390
STUDENT AID	103,984	155,500	25,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,659,416	1,786,123	2,201,315
STUDENT AID	124,306	135,198	131,692

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	1,512	1,680	2,080
INDICATOR 2	.68	.69	.95
INDICATOR 3	.52	.54	.71
INDICATOR 4	12.43	9.05	65.61
INDICATOR 5	1.19	0.86	5.26

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.364	1.235	2.833
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X			X		X		X
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention						X		X
Fin Resource Devel								
Curriculum Devel					X		X	
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 38

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	724	755	729

	76-77	77-78	76-78
CHANGE	31	-26	5

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,835,851	1,610,198	2,555,297
TUITION & FEES	1,399,466	1,247,530	1,660,716
STUDENT AID	217,640	217,640	110,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	625,062	724,033	1,890,068
STUDENT AID	217,640	217,640	476,941

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	863	958	2,592
INDICATOR 2	.34	.45	.74
INDICATOR 3	.76	.77	.65
INDICATOR 4	6.43	5.73	15.09
INDICATOR 5	1.00	1.00	4.33

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.222	1.353	0.926
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions	X			X	X			X
Retention	X			X	X			X
Fin Resource Devel		X		X		X		X
Curriculum Devel	X		X			X		X
Student Devel		X		X		X		X
Career Devel	X		X		X			X
Faculty Devel/Eval		X		X		X		X
Admin Devel/Eval								

SCHOOL NUMBER 39

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	530	555	554

	76-77	77-78	76-78
CHANGE	25	-1	24

INCOME

	75-76	76-77	77-78
TOTAL E&G	$1,182,202	1,197,375	1,560,874
TUITION & FEES	343,563	846,060	893,080
STUDENT AID	272,774	354,633	64,750

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$1,065,876	1,114,820	1,476,129
STUDENT AID	404,402	465,083	115,450

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	2,011	2,008	2,664
INDICATOR 2	.90	.93	.94
INDICATOR 3	.29	.70	.57
INDICATOR 4	1.26	2.38	13.79
INDICATOR 5	1.48	1.31	1.78

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.222	1.059	0.846
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X			X		X		X
MIS	X			X	X			X
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention	X			X				
Fin Resource Devel		X		X				
Curriculum Devel	X			X	X			X
Student Devel		X		X				
Career Devel								
Faculty Devel/Eval	X			X				
Admin Devel/Eval						X	X	

SCHOOL NUMBER 40

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	585	624	671

	76-77	77-78	76-78
CHANGE	39	47	86

INCOME	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	2,275,000
TUITION & FEES	648,355	756,301	1,000,000
STUDENT AID	N/A	N/A	275,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,480,051	864,644	2,300,000
STUDENT AID	208,111	299,995	550,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,530	1,385	3,427
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	N/A	N/A	3.63
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.455	1.588	1.643
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS		X		X		X		X
Fiscal Mngt					X		X	
Marketing								
Recruit/Admissions	X		X			X		X
Retention	X		X			X		X
Fin Resource Devel								
Curriculum Devel								
Student Devel	X		X			X		X
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval					X		X	

SCHOOL NUMBER 41

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	936	946	979

	76-77	77-78	76-78
CHANGE	10	33	43

INCOME	75-76	76-77	77-78
TOTAL E&G	$3,328,994	N/A	3,665,705
TUITION & FEES	2,508,660	2,977,126	3,099,505
STUDENT AID	N/A	N/A	142,800

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$3,538,219	3,430,051	3,758,921
STUDENT AID	537,952	550,000	379,849

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	3,780	3,626	3,839
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	N/A	N/A	21.70
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.750	1.846	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS		X		X		X		X
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention		X		X				X
Fin Resource Devel								
Curriculum Devel								
Student Devel	X			X				X
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval		X		X		X		X

SCHOOL NUMBER 42

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	350	330	313

	76-77	77-78	76-78
CHANGE	-20	-17	-37

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,041,705	1,137,374	389,975
TUITION & FEES	412,163	397,500	N/A
STUDENT AID	197,063	208,732	373,063

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,011,725	988,689	744,781
STUDENT AID	203,350	257,831	49,356

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,890	2,996	2,379
INDICATOR 2	.97	.86	1.91
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	2.09	1.90	N/A
INDICATOR 5	1.03	1.23	0.13

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.300	1.833	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X			X	X			X
MIS		X		X	X			X
Fiscal Mngt	X		X		X			X
Marketing	X			X	X			X
Recruit/Admissions	X			X	X			X
Retention	X			X	X			X
Fin Resource Devel	X		X		X			X
Curriculum Devel	X			X	X			X
Student Devel	X		X		X			X
Career Devel		X		X	X			X
Faculty Devel/Eval		X	X		X			X
Admin Devel/Eval		X	X		X			X

SCHOOL NUMBER 43

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	517	604	1214

	76-77	77-78	76-78
CHANGE	87	610	697

INCOME	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	1,699,086
TUITION & FEES	N/A	N/A	1,519,350
STUDENT AID	N/A	N/A	N/A

EXPENSES	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	1,572,042
STUDENT AID	N/A	N/A	214,760

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	N/A	N/A	N/A
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	N/A	N/A	N/A
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	0.750	0.941	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 44

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	702	740	816

	76-77	77-78	76-78
CHANGE	38	76	114

INCOME

	75-76	76-77	77-78
TOTAL E&G	$2,046,730	2,175,000	2,599,965
TUITION & FEES	1,619,414	1,735,320	1,962,000
STUDENT AID	660,034	783,000	879,215

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$1,736,294,	1,901,325	2,613,835
STUDENT AID	809,773	928,018	1,034,065

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	2,473	2,570	3,203
INDICATOR 2	.85	.87	1.00
INDICATOR 3	.79	.79	.75
INDICATOR 4	2.45	2.21	2.23
INDICATOR 5	1.22	1.18	1.17

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.500	1.556	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS		X		X		X		X
Fiscal Mngt	X		X			X		X
Marketing		X	X			X		X
Recruit/Admissions						X	X	
Retention		X	X			X		X
Fin Resource Devel	X		X			X		X
Curriculum Devel		X		X		X		
Student Devel						X	X	
Career Devel					X		X	
Faculty Devel/Eval		X		X		X		X
Admin Devel/Eval					X		X	

SCHOOL NUMBER 45

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	711	1075	1164

	76-77	77-78	76-78
CHANGE	364	89	453

INCOME

	75-76	76-77	77-78
TOTAL E&G	$1,365,546	1,853,375	2,500,000
TUITION & FEES	1,031,377	1,325,320	1,600,000
STUDENT AID	435,955	475,457	264,200

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$1,207,095	1,779,799	1,830,000
STUDENT AID	30,241	54,500	307,000

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	1,697	1,655	1,572
INDICATOR 2	.88	.96	.73
INDICATOR 3	.75	.71	.64
INDICATOR 4	2.36	2.78	6.05
INDICATOR 5	0.06	0.11	1.16

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.400	1.533	1.417
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning						X		X
MIS	X			X		X		X
Fiscal Mngt		X		X				
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel		X	X		X			X
Curriculum Devel		X	X		X			X
Student Devel						X		X
Career Devel								
Faculty Devel/Eval		X		X		X		X
Admin Devel/Eval		X		X		X		X

SCHOOL NUMBER 46

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	888	925	941

	76-77	77-78	76-78
CHANGE	37	16	53

INCOME

	75-76	76-77	77-78
TOTAL E&G	$2,061,162	2,095,174	3,798,005
TUITION & FEES	788,645	863,271	2,589,760
STUDENT AID	741,370	995,039	1,328,408

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$2,972,644	3,174,338	3,241,693
STUDENT AID	100,294	113,250	1,430,801

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	3,347	3,431	3,444
INDICATOR 2	1.44	1.51	.85
INDICATOR 3	.38	.41	.68
INDICATOR 4	1.06	0.86	1.95
INDICATOR 5	0.13	0.11	1.07

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.455	1.278	1.154
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X		X		X
MIS	X			X		X		X
Fiscal Mngt	X			X		X		X
Marketing					X		X	
Recruit/Admissions		X		X				
Retention					X		X	
Fin Resource Devel	X			X		X		X
Curriculum Devel	X			X				
Student Devel		X	X		X			X
Career Devel					X		X	
Faculty Devel/Eval	X			X				
Admin Devel/Eval		X	X					

SCHOOL NUMBER 47

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	770	618	541

	76-77	77-78	76-78
CHANGE	-152	-77	-229

INCOME	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	950,200
TUITION & FEES	N/A	N/A	865,400
STUDENT AID	N/A	N/A	45,335

EXPENSES	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	983,788
STUDENT AID	N/A	N/A	194,050

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	N/A	N/A	N/A
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	N/A	N/A	19.08
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.500	1.500	0.960
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing	X			X				
Recruit/Admissions	X			X				
Retention								
Fin Resource Devel	X			X				
Curriculum Devel								
Student Devel	X		X		X			X
Career Devel								
Faculty Devel/Eval					X		X	
Admin Devel/Eval					X		X	

SCHOOL NUMBER 48

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1645	1793	N/A

	76-77	77-78	76-78
CHANGE	148	N/A	N/A

INCOME	75-76	76-77	77-78
TOTAL E&G	$4,433,236	5,100,000	N/A
TUITION & FEES	2,826,788	3,250,000	N/A
STUDENT AID	1,071,716	1,230,000	N/A

EXPENSES	75-76	76-77	77-78
TOTAL E&G	4,433,236	5,100,000	N/A
STUDENT AID	1,071,716	1,230,000	N/A

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	N/A	N/A	N/A
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	2.63	2.64	N/A
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	N/A	N/A	N/A
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 49

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	988	948	958

	76-77	77-78	76-78
CHANGE	-40	10	-30

INCOME

	75-76	76-77	77-78
TOTAL E&G	$3,004,475	3,150,173	2,957,590
TUITION & FEES	2,044,960	2,165,939	2,182,522
STUDENT AID	223,291	261,501	264,903

EXPENSES

	75-76	76-77	77-78
TOTAL E&G	$2,905,237	3,244,077	2,912,623
STUDENT AID	240,948	262,649	266,050

FINANCIAL HEALTH

	75-76	76-77	77-78
INDICATOR 1	2,940	3,422	3,040
INDICATOR 2	.97	1.03	.98
INDICATOR 3	.68	.68	.73
INDICATOR 4	9.15	8.28	8.23
INDICATOR 5	1.07	1.00	1.00

GENERAL ASSESSMENTS

	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	0.500	0.647	0.294
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions					X		X	
Retention	X			X		X		X
Fin Resource Devel								
Curriculum Devel		X	X					
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 50

ENROLLMENT

	75-76	76-77	77-78
HEADCOUNT	473	N/A	566

	76-77	77-78	76-78
CHANGE	N/A	N/A	93

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,395,632	N/A	1,729,200
TUITION & FEES	908,063	N/A	1,274,900
STUDENT AID	282,920	N/A	151,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,636,097	N/A	665,120
STUDENT AID	382,920	N/A	225,200

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	N/A	N/A	N/A
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	N/A	N/A	8.44
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.000	0 .889	0.359
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 51

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	1057	1033	1035

	76-77	77-78	76-78
CHANGE	-24	2	-22

INCOME	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	2,189,679
TUITION & FEES	1,190,117	1,298,862	1,454,679
STUDENT AID	401,000	426,000	461,000

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$2,083,873	1,886,790	2,129,679
STUDENT AID	240,216	477,500	521,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	1,971	1,826	2,057
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	2.96	3.04	3.15
INDICATOR 5	0.59	1.12	1.13

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.182	0.933	0.286
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning					X		X	
MIS	X		X			X		X
Fiscal Mngt		X	X					
Marketing								
Recruit/Admissions	X		X			X		X
Retention		X		X				
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel		X		X		X		X
Faculty Devel/Eval								
Admin Devel/Eval		X		X		X		X

SCHOOL NUMBER 52

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	543	524	553

	76-77	77-78	76-78
CHANGE	-19	29	10

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,646,368	1,884,126	1,908,221
TUITION & FEES	1,132,948	1,192,125	1,324,577
STUDENT AID	51,240	59,792	130,180

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,825,424	1,960,311	1,730,021
STUDENT AID	190,636	190,427	215,909

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	3,361	3,741	3,128
INDICATOR 2	1.11	1.04	.90
INDICATOR 3	.68	.63	.69
INDICATOR 4	22.10	19.93	10.17
INDICATOR 5	3.72	3.18	1.65

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	N/A	0.778	0.714
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions								
Retention								
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 53

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	619	597	548

	76-77	77-78	76-78
CHANGE	-22	-49	-71

INCOME	75-76	76-77	77-78
TOTAL E&G	$1,276,238	1,150,000	1,393,800
TUITION & FEES	91,730	92,500	956,600
STUDENT AID	130,838	156,000	64,400

EXPENSES	75-76	76-77	77-78
TOTAL E&G	$1,452,022	1,522,500	1,608,600
STUDENT AID	119,037	140,000	150,400

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	2,345	2,550	2,935
INDICATOR 2	1.14	1.32	1.15
INDICATOR 3	.07	.08	.68
INDICATOR 4	.70	.59	14.85
INDICATOR 5	0.91	0.89	2.33

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.455	1.500	1.214
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning		X		X				
MIS								
Fiscal Mngt								
Marketing								
Recruit/Admissions	X			X	X			X
Retention	X			X	X			X
Fin Resource Devel								
Curriculum Devel	X		X		X			X
Student Devel		X		X		X		X
Career Devel		X		X	X			X
Faculty Devel/Eval		X	X			X		X
Admin Devel/Eval		X	X			X		X

SCHOOL NUMBER 54

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	N/A	N/A	1102

	76-77	77-78	76-78
CHANGE	N/A	N/A	N/A

INCOME	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	1,948,184
TUITION & FEES	N/A	N/A	1,568,816
STUDENT AID	N/A	N/A	199,971

EXPENSES	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	1,642,572
STUDENT AID	N/A	N/A	265,118

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	N/A	N/A	N/A
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	N/A	N/A	7.84
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.727	1.611	1.667
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning	X			X		X		X
MIS	X			X		X		X
Fiscal Mngt								
Marketing		X		X		X		X
Recruit/Admissions		X		X		X		X
Retention		X		X		X		X
Fin Resource Devel								
Curriculum Devel								
Student Devel								
Career Devel								
Faculty Devel/Eval								
Admin Devel/Eval								

SCHOOL NUMBER 55

ENROLLMENT	75-76	76-77	77-78
HEADCOUNT	N/A	N/A	1068

	76-77	77-78	76-78
CHANGE	N/A	N/A	N/A

INCOME	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	2,832,000
TUITION & FEES	N/A	N/A	2,361,500
STUDENT AID	N/A	N/A	N/A

EXPENSES	75-76	76-77	77-78
TOTAL E&G	N/A	N/A	2,809,000
STUDENT AID	N/A	N/A	253,000

FINANCIAL HEALTH	75-76	76-77	77-78
INDICATOR 1	N/A	N/A	N/A
INDICATOR 2	N/A	N/A	N/A
INDICATOR 3	N/A	N/A	N/A
INDICATOR 4	N/A	N/A	N/A
INDICATOR 5	N/A	N/A	N/A

GENERAL ASSESSMENTS	PRESIDENT	ON CAMPUS COORDINATOR	SCC STAFF
THIS SCHOOL	1.889	1.588	1.000
ALL SCHOOLS	1.276	1.269	0.906

PROJECTIONS

	1978-79				1979-80			
	PRI	SEC	NEW	CONT	PRI	SEC	NEW	CONT
Planning								
MIS	X							X
Fiscal Mngt								
Marketing		X						X
Recruit/Admissions				X				X
Retention		X						X
Fin Resource Devel								
Curriculum Devel								
Student Devel					X			
Career Devel					X			
Faculty Devel/Eval								
Admin Devel/Eval								

APPENDIX C

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APPENDIX D

PROJECT STAFF AND PARTICIPATING INSTITUTIONS

Small College Consortium
Institutional Development Project

COORDINATING INSTITUTION

Averett College
Danville, Virginia 24541

ASSISTING AGENCY

Council for the Advancement of Small Colleges
One Dupont Circle, Suite 320
Washington, D.C. 20036
Gary H. Quehl, President*

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(as of June 30, 1978)

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Associate Director and Technical Assistance Director for Professional Development	Joan D. North
Technical Assistance Director for Planning, Management Information Systems, and Fiscal Management	Greg Markovich
Technical Assistance Director for Financial Resource Development	Thomas D. Kotulak
Technical Assistance Director for Enrollment Development	Linda S. Ott
Technical Assistance Director for Program Development	Clifford B. Garrison
Administrative Assistant	Gray Jacobik
Secretaries	Doreen J. Selby Diane Weyermann

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THEIR PRESIDENTS AND ON-CAMPUS COORDINATORS
(as of June 30, 1978)

Averett College Danville, Virginia	Conwell A. Anderson, President* Timothy Carter Brown, On-Campus Coordinator
Barrington College Barrington, Rhode Island	Harold L. Fickett, Jr., President Patricia Gustavson, On-Campus Coordinator
Bethel College Mishawaka, Indiana	Albert J. Beutler, President Bernice Schultz, On-Campus Coordinator
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Bryan College Dayton, Tennessee	T. C. Mercer, President Mayme Bedford, On-Campus Coordinator
Buena Vista College Storm Lake, Iowa	Keith G. Briscoe, President Kent McElvania, On-Campus Coordinator
Central College Pella, Iowa	Kenneth J. Weller, President* Arthur DeJong, On-Campus Coordinator
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Dominican College of Blauvelt Orangeburg, New York	Sister Natalie Casey, President Sister Margaret Flynn, On-Campus Coordinator
Eastern Mennonite College Harrisonburg, Virginia	Myron Augsburger, President Gerald Brunk, On-Campus Coordinator
Eureka College Eureka, Illinois	Daniel Gilbert, President Rudy Eichenberger, On-Campus Coordinator
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Freed-Hardeman College Henderson, Tennessee	E. Claude Gardner, President Milton Sewell, On-Campus Coordinator

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Westmont College Santa Barbara, California	David K. Winter, President Edwin Potts, On-Campus Coordinator

* Member, Presidents' Advisory Council